



## **Participatory Journal Management Workshop: a Holistic Approach to Improving Editor Competence for National Accreditation**

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### **Abstrak**

*Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kompetensi editor jurnal ilmiah di Universitas Billfath dalam memenuhi standar akreditasi nasional. Metode yang digunakan adalah workshop intensif berbasis pendekatan partisipatif, melibatkan pelatihan teknis, simulasi praktik, dan pendampingan langsung. Hasil kegiatan menunjukkan peningkatan signifikan pada kemampuan peserta dalam mengelola jurnal berbasis Open Journal System (OJS), tata kelola editorial, dan strategi pencapaian akreditasi. Peserta juga menunjukkan kepuasan tinggi terhadap relevansi dan kualitas pelatihan yang diberikan. Dampak nyata dari kegiatan ini meliputi penerapan manajemen jurnal yang lebih profesional, pembentukan jejaring komunitas editor, dan terciptanya budaya publikasi yang lebih berkualitas di lingkungan akademik. Pengabdian ini memberikan kontribusi penting dalam mendukung keberlanjutan pengelolaan jurnal ilmiah yang kredibel dan kompetitif. Banyak pengelola jurnal di Indonesia tidak memiliki program pelatihan partisipatif yang menggabungkan simulasi praktis dengan pembentukan jaringan komunitas editor. Hasil evaluasi menunjukkan tingkat kepuasan peserta yang tinggi, dengan 90% puas dengan relevansi materi dan 88% menyatakan peningkatan yang signifikan dalam keterampilan manajemen jurnal.*

**Kata Kunci:** *Pendampingan Partisipatif; Perkumpulan Editor Jurnal; Pelatihan Open Journal System (OJS); Akreditasi Jurnal Nasional.*

### **Abstract**

This community service activity aims to improve the competence of scientific journal editors at Billfath University in meeting national accreditation standards. The method used is an intensive workshop based on a participatory approach, involving technical training, practical simulations, and direct mentoring. The results of the activity showed a significant improvement in the participant's ability to manage journals based on the Open Journal System (OJS), editorial governance, and accreditation achievement strategies. Participants also showed high satisfaction with the relevance and quality of the training provided. The real impact of this activity includes the implementation of more professional journal management, the formation of a community of editors network, and the creation of a more quality publication culture in the academic environment. This service makes an important contribution in supporting the sustainability of the management of credible and competitive scientific journals. Many journal managers in Indonesia lack participatory training programs that combine practical simulations with the formation of an editor community network. The results of the evaluation showed a high level of participant satisfaction, with 90% satisfied with the relevance of the material and 88% stating a significant improvement in journal management skills.

**Keywords:** *Participatory Mentoring; Journal Editor Network; Open Journal System (OJS) Training; National Journal Accreditation.*

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## INTRODUCTION

The management of scientific journals is one of the important indicators in reflecting the academic quality and professionalism of a higher education institution (A. I. Setiawan et al., 2024). In Indonesia, the need to improve the quality of journal management continues to increase, especially in facing the challenges towards national accreditation set by the Kementerian Riset, Teknologi, dan Pendidikan Tinggi (RISTEKDIKTI) (Religia & Arif, 2023). Journal accreditation not only serves as a formal recognition of the quality of publishing, but also an important prerequisite for improving the competitiveness of journals at the international level (Khasanah et al., 2023) Unfortunately, many journal managers in higher education face challenges in terms of technical competence, understanding of regulations, and mastery of the technology that supports journal management (Qudsi et al., 2023).

One of the main problems is the lack of comprehensive training for journal editors and managers, which often results in low compliance with national accreditation standards (Nur et al., 2022) Based on data from the chairman of the journal house at Billfath University, only three journals out of 9 managed to get national accreditation. In addition, the results of a survey of journal managers at Billfath University show that 86% of the main obstacles are a lack of understanding of the electronic journal management system (OJS), article governance, and fulfillment of substance and technical aspects according to accreditation criteria.

This workshop was designed as a response to the objective condition of journal managers, especially at Billfath University. The selection of this community is based on the potential and urgent need to increase the capacity of human resources in supporting the sustainability of quality academic journal management. The main focus of this service is to strengthen the competence of editors through intensive training in technical and managerial aspects, including mastery of OJS, article editing, metadata preparation, and publication strategies to achieve national accreditation.

This service aims to have a real impact in the form of increasing the capacity of journal managers in meeting national accreditation standards, so that significant social changes are expected, such as an increase in the number of accredited journals and the establishment of a more professional publication culture in the academic environment (Endra et al., 2022). By referring to various literature, such as service (Hasanah et al., 2023) which emphasizes the importance of the technical competence of journal managers in achieving accreditation, this program is expected to contribute to answering challenges in the field of scientific publications.



Although various Open Journal System (OJS)-based journal management trainings have been conducted, such as mentoring (Silitonga et al., 2022) to improve technical competence in journal management and workshops to support the management of reputable journals (Saudi et al., 2023), most of these activities still focus on basic technical aspects or only cover the local coverage of certain institutions. The emerging gap is the lack of a participatory approach that integrates practical simulation with the establishment of a network of community of editors as a social capital for sustainable transformation.

In this context, this article offers a novelty with a more holistic approach, namely intensive workshops based on participatory mentoring that not only improve technical competence but also encourage the formation of a professional and collaborative publication culture. The resulting social impact includes strengthening the network of the editor community and improving the quality of editorial governance that can be applied to various academic institutions in Indonesia. Existing training programs often focus solely on technical aspects of journal management, neglecting the importance of building a collaborative network of editors. This workshop introduces a participatory approach that integrates technical training with the development of an editor network, providing a sustainable solution to challenges in journal management.

The main objective of this activity is to improve the competence of journal managers at Billfath University through intensive workshops that emphasize technical mastery and build a deep understanding of national accreditation standards. Thus, journals in this region will be able to compete nationally and internationally.

## **MATERIALS AND METHODS**

This service was carried out in the form of an intensive workshop aimed at improving the competence of journal editors towards national accreditation. The service subjects consist of editors of scientific journals at Billfath University who have been identified as having potential but need assistance in managing journals to comply with national accreditation standards. The workshop was held at Billfath University in November 2023 with a total of 20 participants, consisting of editors in-chief, section editors, and the IT Journal team. The participants are all the editor in the Billfath University.

The involvement of service subjects in this process begins with a participatory planning stage, where editors are invited to identify their needs, challenges, and expectations regarding journal management. This initial discussion was conducted through interviews and online surveys to understand the level of understanding and technical obstacles faced. Based on these results, the workshop materials and methods were arranged in a directional and relevant manner.

The method used in this service is a participatory approach, where the assisted subjects are not only beneficiaries, but also involved in every stage, from planning to evaluation. The main strategies include hands-on training, practical simulations, and intensive assistance in compiling documents required for journal accreditation (VSO, 2011) This stage of service involves the following steps: 1) Needs Identification: Collect data through questionnaires and group discussions to identify aspects that need to be strengthened. 2) Activity Planning: Prepare a workshop agenda based on the priorities of needs that have been identified. 3) Workshop Implementation: Providing material on OJS (Open Journal System) based journal management, editorial governance, and strategies for achieving national accreditation. 4) Simulation and Mentoring: Participants are directed to practice journal management directly with guidance from the facilitator. 5) Evaluation and Follow-up: Evaluate the results of activities and prepare a follow-up plan to support the sustainability of improving the quality of the journal. As a visual aid to explain this process, the flow chart in Figure 2 below illustrates the flow of service activities.

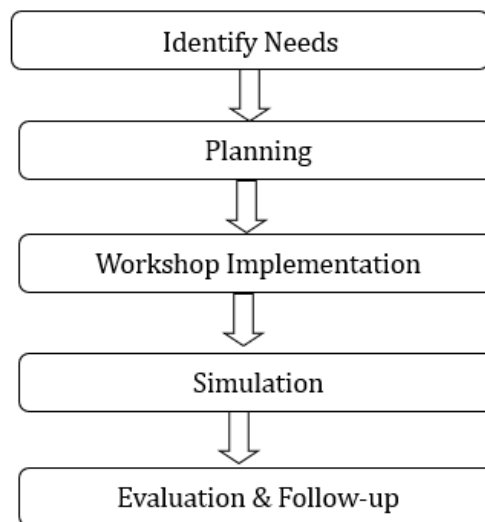


Figure 1. Flowchart of Community Service Activities

This diagram shows the integration of stages designed to achieve the goal of improving the competence of journal editors. This approach is expected to help service subjects in implementing accreditation standards in a sustainable manner.

After the simulation stage is carried out, participants will be given a questionnaire on the satisfaction and usefulness of this workshop activity for participants. Indicators of participant satisfaction in participating in journal management workshop activities are explained in the following table 1.

Table 1. Workshop Participant Satisfaction Indicators

No.	Aspects	Indicator
1	Quality of Materials Delivered	The relevance of the workshop material to the needs of participants Availability and completeness of teaching materials The facilitator's ability to convey material clearly, systematically, and easily understood
2	Effectiveness of Training Methods	Clarity of training stages Relevance of training methods with workshop objectives Active participation of participants during the activity
3	Mentoring and Interaction with Facilitators	The level of responsiveness of the facilitator to the participant's questions or constraints Availability of facilitators to provide individual or group guidance Quality of communication between facilitators and participants during training
4	Level of Understanding and Skills Achieved	Participants' ability to use OJS for journal management Improving participants' skills in composing article templates and managing the editorial process
5	Benefits and Relevance of the Workshop	Alignment of workshop materials with the needs and challenges of participants in journal management Relevance of knowledge and skills acquired to be applied in their respective journals Participants' perception of the workshop's contribution in supporting the achievement of journal accreditation

These indicators can be measured through a satisfaction survey conducted at the end of the workshop to see the satisfaction and usefulness of this workshop activity for participants. Each satisfaction indicator was assessed by participants using a Likert scale rating scale ranging from very satisfied, satisfied, moderately satisfied, less satisfied, and dissatisfied. Next, the total score obtained will be calculated and the results will be percentaged using the formula:

$$\text{Percentage satisfaction} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100 \text{ (Abdullah, 2015)}$$

The percentage is used to see what percentage of satisfaction and usefulness of workshop participants with this activity.

## RESULTS AND DISCUSSION

The community service activities carried out in the form of journal management workshops showed significant results in improving the competence of journal editors towards national accreditation. Based on the need identification process carried out in the early stages through surveys and interviews, it was found that most journal editors faced obstacles in mastering the technical

management of journals based on OJS (Open Journal System), understanding of national accreditation standards, and lack of editorial management skills. These findings are the basis for designing a targeted and community-based mentoring program.

### **Planning Stage**

At the planning stage, the activity was prepared with a collaborative approach that involved the service team and the journal editors actively. This approach aims to ensure that the workshop agenda designed is truly in accordance with the specific needs of the participants. The service team first held group discussions and in-depth interviews with editors to identify the main problems they faced in managing the journal. Through this discussion, it was revealed that some of the main challenges include a lack of understanding of journal accreditation standards, technical limitations in the use of the OJS platform, and a lack of managerial ability to develop and manage an efficient editorial system.

The involvement of journal editors in the planning process has a very positive impact. By being invited to discuss and contribute to the preparation of the activity agenda, the editors feel appreciated as an important part of this program. This process creates a sense of ownership of the workshop that will be held. The participants provided input on the format of the activity that they considered effective, such as hands-on practice-based technical training and discussions of real cases they faced in their respective journals. This approach not only increases the relevance of the program but also strengthens the motivation of participants to participate actively.

The workshop agenda that is designed includes several main components that suit the needs of participants. One of them is technical training on OJS-based journal management, which aims to improve participants' ability to use this software optimally. In addition, interactive discussion sessions were prepared to discuss effective editorial management strategies, including the peer review process, publication scheduling, and peer reviewer engagement. This activity is designed so that participants can share experiences and gain new insights from other editors who have best practices in journal management.

### **Implementation Stage**

The workshop implementation stage began with an opening session that took place interactively. Participants consisting of journal editors were greeted with an introduction about the importance of journal accreditation as one of the indicators of the quality of scientific publications. The facilitator team then presented the workshop agenda in detail, which included technical training, discussions, and practical simulations. This warm initial atmosphere aims to create enthusiasm and motivation for participants in participating in a series of activities. The participants looked enthusiastic, asked questions, and shared their experiences regarding the challenges faced in managing their respective journals.





Figure 2. Workshop Implementation Process

The first session of the workshop focused on training on the use of the Open Journal System (OJS). In this session, the facilitator provided a step-by-step technical presentation, starting from how to upload articles, manage manuscripts, to process the peer review stages at OJS. Each participant was given access to a practice account designed specifically for this simulation, so they could immediately practice journal management on the platform. One of the interesting moments occurred when several participants successfully completed the simulation of article acceptance and guided other participants who faced technical obstacles. This creates a collaborative learning atmosphere, where participants support each other to understand the OJS application better.

In the next session, the focus shifted to effective editorial management. This discussion involves the introduction of strategies in maintaining consistency in journal quality, such as the importance of guidelines for reviewers, the preparation of a credible editorial board, and publication scheduling. Participants were invited to share the obstacles they faced, such as the lack of competent reviewers or the difficulty of maintaining a consistent publication schedule. The facilitator then provides concrete solutions, such as strategies for finding reviewers from a professional network and tips for creating a realistic publishing schedule. The discussion was very dynamic, with participants actively providing input and asking questions related to the management of their journals.

Another part of the workshop that is most awaited is the simulation of the editorial process. In this session, participants were invited to practice the entire flow of journal management, starting from manuscript acceptance, review process, revision, to article publishing. They are divided into small groups and are asked to play the role of editors, reviewers, and writers. One of the challenges given is to



compile an article template that is in accordance with national accreditation guidelines. Some participants who initially found it difficult to overcome technical obstacles finally got practical solutions through guidance from facilitators and group discussions.

At the end of the workshop, each group presented the results of their work, including a simulation of the editorial process that they had done. These presentations not only show the level of understanding of participants but also provide space to get feedback from facilitators and peers. Participants seemed very satisfied with their learning experience during the workshop, especially because they felt that they had found a concrete solution to the problem that had been hindering the management of journals in their respective institutions. This atmosphere of enthusiasm and enthusiasm is proof of the success of the workshop in providing a meaningful and relevant learning experience.

With this hands-on, practice-based approach, the workshop is not only a means of knowledge transfer, but also builds participants' confidence in managing journals with higher accreditation standards. This creates hope that positive changes can continue to occur in the future.

### **Simulation Stage**

After receiving basic training on OJS (Open Journal System) based journal management, the simulation stage began with an atmosphere full of enthusiasm. The participants were divided into small groups of four to five people each. Each group is given access to a simulated OJS account that has been designed to resemble a real journal management system. In the group, each participant was given specific roles, such as lead editor, section editor, reviewer, and writer, to practice the entire editorial flow directly. The facilitator starts the simulation by providing scenarios that are common in journal management, such as the receipt of new articles from authors. Participants who act as lead editors start by checking the completeness of the manuscript and ensuring that the incoming articles are in accordance with the focus and scope of the journal. They then distribute the article to the section editors and the appropriate reviewers. During this process, facilitators provide step-by-step guidance to help participants understand how to use OJS features, such as the reviewer assignment process, communication with authors, and document management.

One of the interesting challenges that arises is when a participant who acts as a reviewer gives feedback that does not match the specified format. This sparked a discussion within the group about how the lead editor should provide clear instructions to the reviewer to ensure consistency in the assessment. This discussion opened participants' insights on the importance of having standard guidelines in the review process, which is one of the important elements in journal accreditation standards. As the simulation progressed, participants began to feel more confident in using the OJS system. They also began to share practical





experiences from their respective journals. For example, one participant shared how he manages his journal publication schedule, while another participant gave tips on how to find competent reviewers from their professional network. This interaction creates an interactive learning atmosphere, where participants not only get guidance from the facilitator but also learn from each other's experiences.

This simulation stage also provides an opportunity for participants to create article templates that are in accordance with national accreditation guidelines. The facilitator provided several examples of templates that had been adapted to the standard, and participants were asked to modify the template according to the needs of their journal. Some participants found it difficult at first, but with intensive guidance from the facilitator and help from their group mates, they successfully completed the task. As a result, each group succeeded in producing a template that met accreditation standards and could be directly applied in their respective journals.

At the end of the simulation, each group was asked to present the journal management flow that they had practiced, including the challenges they faced and the solutions found. This moment is a place for collective reflection as well as strengthening the network of the editor community. Participants realized that collaboration and knowledge sharing are key to facing challenges in journal management. This enthusiastic and collaborative atmosphere marked the success of the simulation as one of the most memorable stages of the workshop. Through this simulation, the participants not only gained in-depth technical skills, but also strengthened their confidence in managing journals according to accreditation standards. More than that, a more solid network of editor communities has been formed, which is expected to be social capital in supporting the sustainability of journal management transformation in the future.

### **Evaluation**

The results of the evaluation show that this activity can significantly improve the technical ability of editors. Based on the results of the expansion of the satisfaction questionnaire carried out, the results were obtained that 90% of participants were satisfied with the relevance and quality of the material presented, 85% of participants considered the training methods, such as discussions and simulations, to be very effective, 92% of participants felt that the facilitators were very responsive and helpful during the workshop, 88% of participants felt that their ability to manage journals increased significantly, 93% of participants stated that the workshop was very beneficial for their journal management. Results The level of satisfaction is depicted in the following Figure 3:

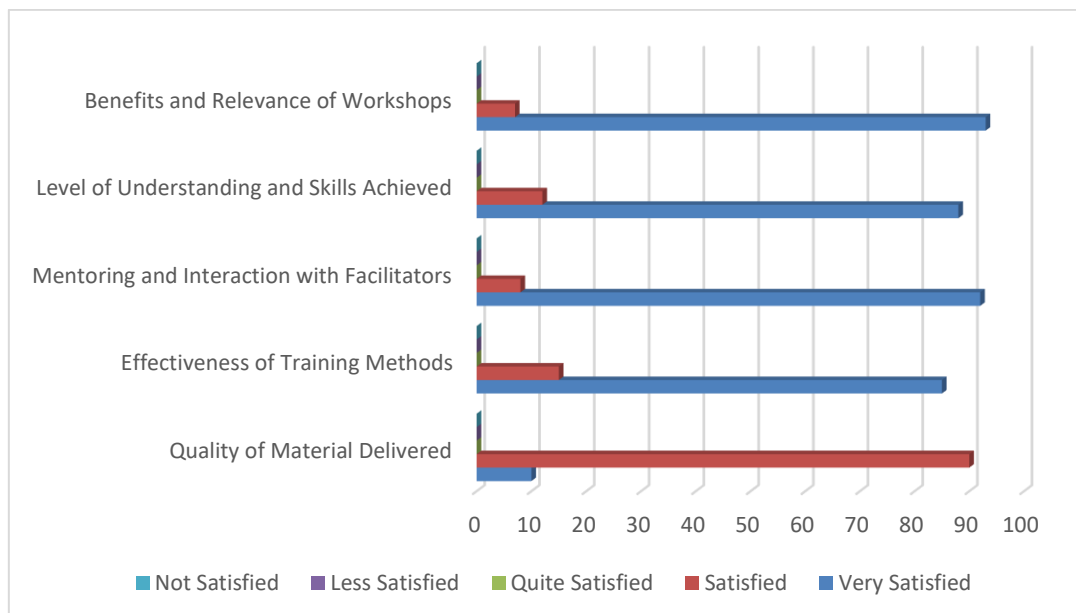


Figure 3. Results of Filling out the Satisfaction Questionnaire

Based on the results of the service explained, there are benefits of activities with assistance in the management of this journal which is felt by the editor. The participatory approach in this program is in line with the methods used in other devotionals, as described in the article (Forbes et al., 2022). In this service, participatory workshops are used to empower women through collaborative needs assessment. In addition, the concept of holistic evaluation is also applied in various quality improvement programs. For example, articles Ahmed et al., (2012) discusses the use of collaborative evaluation for continuous institutional quality improvement. As such, the participatory journal management workshop program reflects the global trend in capacity building and quality improvement through a participatory and holistic approach, which has proven effective in a variety of contexts and fields.

In terms of social impact, this activity also creates behavior change among editors (Atmaja et al., 2023) The participants began to implement more structured and technology-based journal management standards (Nasrullah et al., 2021). The expected social transformation is beginning to be seen with the emergence of new awareness among editors regarding the importance of national accreditation standards to increase the credibility of journals (Idris et al., 2023) In addition, a new institution in the form of a journal editor forum was formed as a forum to share knowledge, experiences, and solutions to problems faced together (Setiawan, 2021). Theoretically, this service process supports a participatory approach that shows that active community involvement in every stage of activity can drive more meaningful and sustainable social change (Syamruddin et al., 2021) The collaboration-based mentoring model applied in this activity is proof that social transformation can be achieved through the simultaneous strengthening of individual and community capacities.



Journal accreditation assistance for editors provides significant benefits in improving the quality of scientific publications, both in terms of governance and substance of articles (Holbeach et al., 2023). Through mentoring, editors gain an in-depth understanding of accreditation criteria, such as editorial governance, publishing management, and compliance with national and international standards (Silver et al., 2023). This allows them to identify and correct shortcomings in journal management so that the journals managed are more competitive and credible (Naaman et al., 2023). In addition, this assistance also strengthens the technical competence of editors in terms of article assessment, peer-review management, and the application of publication ethical principles, which is the key to maintaining scientific integrity (Ryan et al., 2023). Critically, this assistance not only provides direct benefits for editors but also has a systemic impact on improving the scientific ecosystem in Indonesia (Mufidah et al., 2022). However, the success of this program is highly dependent on the consistency of implementation and ongoing support from the relevant institutions (Oehrlein et al., 2018). Without a strong commitment, mentoring has the potential to be a temporary solution without producing long-term impacts. Therefore, mentoring programs must be designed on an ongoing basis, involving periodic training and achievement monitoring, to ensure a real transformation in the quality of scientific Journals (Glonti et al., 2019).

## **CONCLUSIONS AND SUGGESTIONS**

The OJS-based scientific journal management workshop held at Billfath University succeeded in improving the technical and managerial competence of editors in meeting national accreditation standards. With a participatory approach, this training includes a technical understanding of the OJS system, editorial management strategies, and simulation of the journal management process. The results of the evaluation showed a high level of participant satisfaction, with 90% satisfied with the relevance of the material and 88% stating a significant improvement in journal management skills. The positive transformation can also be seen in forming a community of editors as a forum for sharing experiences and solutions, which supports the sustainability of better quality journal management.

Although this activity shows significant results, several aspects need to be improved in the next program. The training material can be expanded to more in-depth topics, such as journal internationalization strategies and the use of data-based journal evaluation tools. Additionally, the duration of the training can be extended to allow for deepening of the material and more time for self-practice. Collaboration with other institutions is also recommended to expand the editor's network, improve the quality of mentoring, and strengthen the impact of the program nationally.

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