



## Development of An Open Journal Systems (OJS) Based Journal Article Publication E-Module for Students of Universitas Bosowa

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#### ABSTRACT

*Student barriers in publishing scientific articles such as limited guidance, insufficient academic writing skills, and a lack of technical understanding of the Open Journal Systems (OJS) highlight the need for digital learning innovation. This study aims to analyze the effectiveness of an OJS-based journal article publication e-module for students at Universitas Bosowa. The e-module was developed using the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which enables systematic material development and the integration of theoretical concepts of scientific publication with practical steps for using OJS. The study employed a quasi-experimental approach with a one-group pretest–posttest design. The sample consisted of 30 students selected using a cluster sampling technique. The test instrument was developed based on two main components of the e-module: theoretical framework and practical activities. Data were analyzed using a paired sample t-test. The results indicate a significant improvement in students' article publication abilities after using the e-module, with the mean pretest score of 10.80 increasing to 12.50 in the posttest ( $p = 0.006$ ). These findings demonstrate that the e-module is effective in enhancing both the theoretical understanding and practical skills of students related to article publication through OJS. This study concludes that the development of the e-module serves as a strategic solution to strengthen students' scientific publication literacy while supporting improvements in learning quality and higher education accreditation outcomes.*

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### INTRODUCTION

Scientific publication is a fundamental component in the advancement of knowledge, as it accelerates the dissemination, accumulation, and integration of new research findings within the global academic community (Sánchez-García et al., 2024; Ross-Hellauer et al., 2021). Through the publication process, research results can not only be verified and replicated but also serve as the foundation for subsequent studies that enrich scientific understanding across various

disciplines. Scientific publications also provide a formal mechanism for assessing research quality through peer review, which ensures that the methodology, analysis, and interpretation of data meet rigorous academic standards (Mohty & Melo, 2025; Smith & Jackson, 2022; Björk et al., 2009).

This mechanism functions as a scientific filter that safeguards the accuracy, objectivity, and integrity of the published knowledge (Mohty & Melo, 2025; Smith & Jackson, 2022). Moreover, publications play a strategic role in supporting the development of innovation, as documented research findings enable cross-institutional, cross-national, and interdisciplinary collaboration. Published research outcomes also contribute significantly to public policy formulation and the development of evidence-based technologies (Sánchez-García et al., 2024; Lopez Riquelme et al., 2024). Therefore, the ability to produce and publish scientific work has become an essential skill for academics and students in responding to the demands of the modern scholarly environment (Yuliana et al., 2025; Aini et al., 2019).

In the context of higher education in Indonesia, scientific publication is not only part of academic activities but also functions as a key indicator of an institution's quality and academic capacity (Quaidy et al., 2019). The higher education accreditation instruments issued by BAN-PT position the quantity and quality of publications as strategic components in evaluating the performance of institutions, lecturers, and academic programs, making publication one of the benchmarks of national academic reputation (BAN-PT, 2023). In addition, scientific publications determine the competitiveness of universities in meeting the Main Performance Indicators (IKU), particularly those related to research outputs, research collaboration, and scientific contributions to society.

For students, the ability to produce and publish scientific articles serves as an important means of enhancing academic competence, as it trains critical thinking, scientific argumentation, and methodological literacy skills that are essential in the research world (Kurniadi et al., 2025; Yelliza, 2024). Publication is also an important prerequisite for obtaining scholarships, participating in competitive research programs, and pursuing higher levels of study. Furthermore, students' publication records play a significant role in building a competitive academic profile at both national and international levels (Yuliana et al., 2025; Calle-Arango & Ávila Reyes, 2023).

Nevertheless, various studies indicate that students continue to face significant barriers in writing and publishing scientific articles, which in turn affects their low publication productivity (Fajeriadi et al., 2025). These challenges include limited academic writing skills, weak literacy in research methodology, the lack of practical guidelines for article preparation, and insufficient understanding of publication ethics and integrity, which are essential standards in the global academic community (Haanurat et al., 2024).

In addition to conceptual barriers, students also encounter technical difficulties when using online publication platforms such as the Open Journal Systems (OJS), ranging from account registration and metadata entry to manuscript uploading and navigating the review and revision stages (Astuti & Isharijadi, 2019; Nabila & Usiono, 2024). Findings from the pilot study in this research also show that students often struggle to select journals that align with their research field, understand the complete submission workflow, and manage communication with editors and reviewers. This condition indicates that most students have not yet developed adequate publication literacy to compete in the increasingly competitive scientific publishing ecosystem.

The Open Journal Systems (OJS) is an open-source scientific journal management platform developed by the Public Knowledge Project (PKP) as part of a global effort to facilitate open-access publishing and enhance transparency in the publication process (Willinsky, 2005; Bakht et al., 2023). OJS has become an international standard in online article management because it provides a comprehensive workflow—from submission, peer review, copyediting, and production to integrated article publication (Vijesh, 2024). The strengths of OJS lie not only in its ease of navigation and design flexibility but also in its ability to adapt to various types of journals and support collaboration among editors, reviewers, and authors within a centralized system. In addition, OJS features direct integration with various international indexing services such as Google Scholar, CrossRef, DOAJ, and Sinta, thereby facilitating the indexing process and improving the visibility of published articles (Rohman et al., 2024).

Although OJS offers comprehensive features, students generally face challenges in understanding technical procedures, publication ethics standards, and manuscript adjustments according to author guidelines that vary across journals (Syafira et al., 2025). Many students are not yet familiar with technical concepts such as metadata, article templates, reference formatting, and communication processes with editors and reviewers. Therefore, they still require systematic, structured, and easily accessible learning guidance to ensure effective use of the platform in accordance with scientific publication standards (Fajeriadi et al., 2025).

One potential solution is the use of e-modules as digital learning media. E-modules offer advantages in terms of flexibility, interactivity, and their ability to support self-regulated learning through well-organized material structures (Zimmerman, 2002). Theoretically, e-modules are also supported by the cognitive theory of multimedia learning, in which the integration of text, visuals, and practical steps has been proven to enhance conceptual understanding and procedural skills (Mayer, 2021). Multiple studies indicate that e-modules can significantly improve learning motivation, learning outcomes, and students' independence (Arifin et al., 2024; Sidauruk et al., 2025).

Although there are studies that discuss the introduction of OJS for students (Astuti & Isharijadi, 2019), evaluations of journal management features (Wali et al., 2022; Rohman et al., 2024), or OJS training for journal managers (Sulistiyanto & Utomo, 2024), no research has been found that develops a structured e-module specifically designed for OJS-based scientific article publication targeted at students. In addition, existing studies on e-modules tend to focus on general subjects (Arifin et al., 2024; Oksila et al., 2025) and have not integrated digital learning theories such as Multimedia Learning Theory and Self-Regulated Learning into the context of scientific publishing. Publication literacy studies also remain descriptive and have not employed experimental designs to empirically measure the improvement of students' publication competencies (Calle-Arango & Ávila Reyes, 2023; Nabila & Usiono, 2024).

Based on these gaps, this study offers novelty in the form of developing an OJS-based journal article publication e-module that integrates theoretical frameworks of scientific writing with practical manuscript-upload activities, and evaluates its effectiveness using a one-group pretest–posttest quasi-experimental design. Accordingly, this study provides a theoretical contribution to the development of digital learning media for scientific publication literacy, as well as a practical contribution for educational institutions in enhancing students' publication competencies and supporting the achievement of academic quality in higher education.

## METHODS

The e-module development method employed in this study is research and development (R&D). The model used is the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is applied because it is a systematic instructional design framework that is easy to implement in the development of digital learning media such as e-modules (Sugiyono, 2015). ADDIE enables a clear needs analysis, structured material design, and an iterative development process that can be revised based on expert feedback. In addition, this model supports the integration of multimedia learning principles and self-regulated learning, making it suitable for enhancing students' publication competencies.

The stages of e-module development carried out in this study are as follows: 1). **Analysis:** At this stage, the researcher conducts a literature review related to OJS and scientific publication to identify the competencies required by students. The researcher also analyzes common obstacles students encounter in the process of writing and publishing articles and maps out their needs regarding the content and features of the e-module. The results of this analysis are used to determine the scope of the material and the format of the e-module to ensure it aligns with user needs. 2). **Design:** At this stage, the researcher constructs the structure of the e-module, designs the flow of material presentation, and creates a storyboard as a production guideline. The researcher also prepares evaluation instruments and determines visual elements that support readability and learning effectiveness. This design serves as the blueprint for the development process. 3). **Development:** At this stage, the researcher produces the e-module according to the established design, including the creation of content, illustrations, and interactive features. The completed e-module is then validated by expert judgment to ensure the feasibility of its content and design. 4). **Implementation:** In this phase, the e-module is tested on students to examine its accessibility, material comprehensibility, and effectiveness in supporting article publication activities. The researcher gathers data on student responses, difficulties encountered, and their performance in understanding the material. This information forms the basis for evaluating and refining the product. 5). **Evaluation:** The evaluation phase involves analyzing research data to assess the quality of the e-module and its effectiveness as a learning medium. The researcher then revises the e-module based on user feedback and analysis results to produce a more refined final product. This stage ensures that the developed e-module is suitable for broad use by students.

The participants in this study were students of Universitas Bosowa. The sample was selected using a probability sampling method with a two-stage cluster sampling technique. Cluster sampling is a sampling technique in which the population is divided into groups called clusters. In this study, the clusters refer to the academic programs at Universitas Bosowa. From the selected clusters, individuals were then randomly chosen, and a total of 30 students were selected as participants. The participants received incentives, and all data provided were kept confidential and used solely for the purposes of this research.

To measure the effectiveness of the developed e-module, the researcher created test items based on the key aspects included in the e-module, namely the theoretical framework and practical activities. The test was designed as a maximum performance assessment with four-option multiple-choice items and dichotomous scoring (correct = 1; incorrect = 0). The instrument consisted of 20 items: 10 items measuring the theoretical framework aspect and 10 items measuring the practical activities aspect. The theoretical framework provided students with foundational knowledge to develop a strong understanding of various concepts related to scientific writing and publication. It comprised three main components: (1) Scientific Writing, (2) Publication Ethics, and (3) Publication Processes. Meanwhile, the practical activities offered

students direct experience in submitting articles for publication, helping them apply the theories learned and develop their scientific writing skills.

Data collection for this study was conducted in a single day through an offline (face-to-face) session. The first step involved the researcher explaining the purpose and objectives of the study to ensure participants' understanding. Following this, participants were given a pretest to measure their initial abilities and understanding related to article publication, with an allotted time of 60 minutes. Afterward, they were provided with the e-module and given guided instruction by the researcher. This phase lasted 150 minutes. Subsequently, the participants completed the same test again to measure their post-intervention abilities and understanding regarding article publication.

This study employed a quantitative approach using a quasi-experimental design. The experimental design implemented was a One-Group Pretest–Posttest Design, in which a single group of subjects was given a treatment and measured both before and after the treatment was administered. The design can be illustrated as follows:

$$O1 \rightarrow X \rightarrow O2$$

Keterangan:

O1= Pretest

X= Treatment

O2= Posttest

The data analysis used in this study was the paired-sample t-test, in which the samples are interdependent. The two datasets being compared were derived from the same group of participants, resulting in two related data distributions. The research hypothesis stated that “there is a significant difference in students' abilities before and after being given training using the OJS-based article publication e-module.” The analysis was conducted with the assistance of IBM SPSS 26.0 software.

## RESULTS AND DISCUSSION

### Content Validity of the E-Module

The content validity of the e-module was assessed through expert judgment involving three experts who serve as lecturers as well as managers of scientific journals, thus possessing relevant competence in both scientific publication and OJS management. The experts were asked to evaluate the feasibility of the e-module based on two main aspects: content and design (appearance). The assessment used a validation instrument developed with a 4-point Likert scale, ranging from 1 = “highly inappropriate” to 4 = “highly appropriate.”

Each assessment item was analyzed using Aiken's V to measure the degree of agreement among experts regarding the relevance of the e-module's content. The results indicated that the Aiken's V values for all items fell within the acceptable range, reflecting a high level of agreement among the experts. Aiken's V values above the minimum threshold of  $\geq 0.50$  confirmed that the e-module is valid in terms of content and suitability, and thus appropriate for use as instructional material. In addition, several revisions were made in accordance with suggestions provided by the expert reviewers. Therefore, this validation process ensures that the e-module possesses accurate content and adequate design quality to meet students' needs in learning about OJS-based article publication.

### Content Validity of the E-Module Test Instrument

The test instrument used to measure the effectiveness of the e-module was developed based on two main aspects, namely the theoretical framework and practical activities, consisting of a total of 20 multiple-choice items. To ensure that each item had strong relevance to the competency indicators being assessed, the researcher conducted a content validity process through evaluations by three expert judges, all of whom are lecturers. The experts were asked to assess the suitability, clarity, and representativeness of each item in relation to the construct of scientific publication competence using the Content Validity Ratio (CVR) scoring method.

The results of the analysis showed that all 20 items obtained CVR values above the minimum eligibility threshold ( $\geq 0.000$ ), indicating that they are valid. These findings demonstrate that each test item possesses strong content validity across both the theoretical framework and practical activity aspects related to the publication process using OJS. Therefore, the test instrument was declared content-valid and suitable for measuring the improvement of students' competencies after using the e-module. Below is an example of the test items used in the study:

- Manakah yang bukan termasuk pelanggaran etika publikasi ?*
- A. *Plagiarisme*
  - B. *Tidak mencantumkan sumber referensi*
  - C. *Menyitir sumber secara benar dan sesuai gaya selingkung*
  - D. *Mengirim artikel di jurnal berbeda*

After the e-module was declared valid in terms of both content and design, and the test instrument for measuring students' publication competence had undergone a validation process with satisfactory results, the next stage was data collection. The data were gathered in accordance with the research design used, namely a quasi-experimental approach with a one-group pretest-posttest design, to evaluate the effectiveness of the developed e-module. The following section presents the results of the data analysis obtained from the implementation of the study.

### Descriptive statistics

Descriptive statistical analysis was conducted to obtain an overview of students' abilities before and after using the e-module. Based on Table 1, the pretest score had an average of 10.80, while the Post-Test score increased to 12.50, indicating an improvement in students' abilities following the use of the e-module. According to the score categorization, in the Pre-Test most students were in the low category (56.7%), while the high category accounted for 43.3%. After the learning intervention, the proportion of students in the high category increased to 53.3% in the posttest, whereas the low category decreased to 46.7%. These findings indicate an overall improvement in students' abilities.

**Table 1.** Statistics Descriptive

| Score     | N  | Score Minimum | Score Maximum | Mean   | Standar Deviasi (SD) |
|-----------|----|---------------|---------------|--------|----------------------|
| Pre-Test  | 30 | 5             | 18            | 10.800 | 3.836                |
| Post-Test | 30 | 6             | 19            | 12.500 | 3.471                |

The researcher then categorized the research data using the mean and standard deviation values from Table 1 for each score. The results of the categorization are presented in Table 2. In the pre-test, 17 students (56.7%) were in the low category, while 13 students (43.3%) were in the

high category. Meanwhile, in the post-test, the number of students in the low category decreased to 14 (46.7%), whereas the number of students in the high category increased to 16 (53.3%).

**Table 2.** Categorization of Pretest and Posttest Scores

| Score     | Category   |            | Total     |
|-----------|------------|------------|-----------|
|           | Low        | High       |           |
| Pre-Test  | 17 (56.7%) | 13 (43.3%) | 30 (100%) |
| Post-Test | 14 (46.7%) | 16 (53.3%) | 30 (100%) |

**Normality Assumption Test**

Before conducting the hypothesis statistical analysis, a normality test was performed to determine whether the research data were normally distributed. The normality test used was the Shapiro–Wilk test. The data are considered normally distributed if the significance value is greater than 0.05. As shown in Table 3 below, the significance value for the pre-test data is 0.178 (> 0.05), and the significance value for the post-test data is 0.721 (> 0.05). Thus, it can be concluded that the data are normally distributed. With these results, the normality assumption is fulfilled, allowing the use of parametric statistical tests for hypothesis testing.

**Table 3.** Normality Assumption Test

| Data      | Shapiro-Wilk |    |      |
|-----------|--------------|----|------|
|           | Statistics   | df | Sig. |
| Pre-Test  | .951         | 30 | .178 |
| Post-Test | .976         | 30 | .721 |

**Hypothesis Testing**

The hypothesis of this study states that there is a difference in students’ abilities before and after being given training using the OJS-based article publication e-module. The analysis used was the paired-sample t-test, as the data being compared were obtained from the same participants but under two different conditions (pre-test and post-test). This test aims to determine whether there is a significant improvement in students’ abilities after the training using the e-module.

Statistically, the paired-sample t-test is used to examine whether the mean score before the training differs significantly from the mean score after the training. If the test result yields a significance value (p-value) less than 0.05, it can be concluded that there is a significant difference in students’ abilities before and after the training. Thus, this test serves as the basis for evaluating the effectiveness of the developed OJS-based article publication e-module. The results of the analysis in this study are presented as follows:

**Table 4.** Paired samples statistics

|        |          | Mean    | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----------------|-----------------|
| Pair 1 | Pretest  | 10.8000 | 3.83631        | 0.70041         |
|        | Posttest | 12.5000 | 3.47156        | 0.63382         |

As presented in Table 4, the mean pre-test score was 10.8000, while the mean post-test score increased to 12.5000. This indicates that, descriptively, based on the mean values, there was an improvement in students’ OJS-based journal article publication abilities after they received training using the e-module. The bar chart depicting this difference is shown in Figure 1.

In addition, Table 5 below presents the results of the correlation test between the pre-test and post-test scores. The analysis shows that the correlation value between the two scores is 0.642 with a significance level of 0.000, indicating a significant relationship between students’ scores before and after the training using the OJS-based article publication e-module.

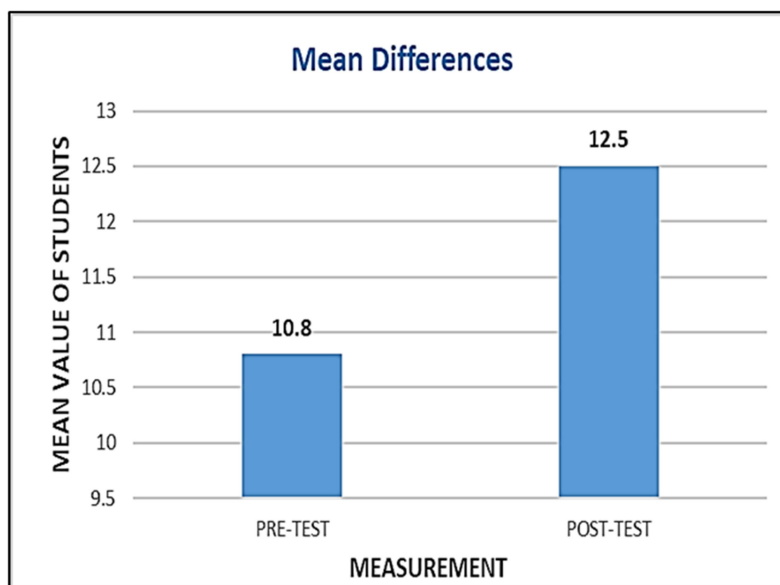
**Table 5.** Paired samples correlations

|        |                    | N  | Correlation | Sig.  |
|--------|--------------------|----|-------------|-------|
| Pair 1 | Pretest & Posttest | 30 | 0.642       | 0.000 |

Furthermore, the results of the paired-sample t-test show a t-value of  $-2.995$  with a significance level of  $0.006 (< 0.05)$  (see Table 6). Thus, it can be concluded that there is a significant difference between students' abilities before and after receiving training using the OJS-based article publication e-module. This means that the use of the e-module is effective in improving students' abilities in publishing articles using the OJS platform.

**Table 6.** Paired samples test

|        |                    | Mean     | Std. Deviation | Std. Error Mean | t      | Sig. (2-tailed) |
|--------|--------------------|----------|----------------|-----------------|--------|-----------------|
| Pair 1 | Pretest - Posttest | -1.70000 | 3.10894        | 0.56761         | -2.995 | 0.006           |



**Figure 1.** The Difference Between Pre-Test and Post-Test Mean

## DISCUSSION

The main objective of this study was to examine the effectiveness of the OJS-based scientific article publication e-module in improving students' understanding and mastery of the scientific publication process. The study focused on changes in students' abilities before and after using the e-module, measured through pre-test and post-test scores. The one-group pretest-posttest design was employed to determine the extent to which the intervention produced a direct impact on improving publication competence. This design enabled the researcher to objectively compare students' performance. The study also sought to address gaps in the literature regarding scientific publication learning, which has rarely been developed in the form of structured e-modules. Accordingly, the discussion evaluates how the e-module contributes empirically to enhancing students' publication literacy.

The findings of this study revealed an increase in the mean score from 10.80 on the pre-test to 12.50 on the post-test, indicating that the e-module had a positive effect on students' publication abilities. This improvement is further supported by the paired-sample t-test, which yielded a significance value of  $0.006$ , demonstrating a statistically meaningful difference. The categorization of ability levels also showed a significant shift from the low category to the high

category after using the e-module. These results indicate that the e-module effectively facilitated students' understanding of scientific publication concepts, publication ethics, and the technical steps of submitting manuscripts through OJS. Thus, the main findings highlight that integrating theoretical content with practical activities in the e-module provided a more holistic learning experience. The effectiveness of the e-module is evident from the consistency between descriptive and inferential results, both of which confirm the improvement in students' abilities.

These results align with previous studies showing that e-modules can enhance learning outcomes, technical skills, and student motivation (Arifin et al., 2024; Sidauruk et al., 2025). The findings are also consistent with Astuti and Isharijadi (2019), who reported that OJS training improves students' understanding of the publication process. Moreover, Fajeriadi et al. (2025) noted that students often encounter difficulties in writing and publishing scientific articles difficulties that were mitigated by the e-module used in this study. However, the present study extends earlier findings by providing not only theoretical material but also practical guidance on manuscript submission, resulting in a more comprehensive learning outcome. Therefore, this study strengthens empirical evidence that digital media can serve as an effective solution for improving publication literacy. It also demonstrates that structured digital e-modules can address the limitations of earlier studies that relied on manual or unstructured training methods.

Theoretically, this study contributes to the development of digital learning theory, particularly multimedia learning and self-regulated learning. In line with Mayer's (2021) propositions, e-modules enriched with visuals, text, and practical steps can reduce cognitive load, allowing students to more easily understand complex concepts such as scientific publication. The findings also support Zimmerman's (2002) theory that self-regulated learning can be enhanced through instructional media that allow learners to control their pace and learning flow. This study broadens the understanding of how digital learning media can influence improvements in procedural academic competencies. Furthermore, the study provides a theoretical basis suggesting that scientific publication can be effectively learned through a practice-based multimedia approach. Thus, the study offers empirical support for integrating learning theory with digital technology in the context of scientific publication.

Practically, the results of this study offer direct benefits for students, lecturers, and educational institutions. Students gain access to an easily accessible and self-paced learning medium that enables them to understand the scientific publication process without relying heavily on intensive lecturer guidance. For lecturers, the e-module serves as an instructional tool that facilitates the teaching of writing and publication skills. Educational institutions may also utilize the e-module as part of their programs to enhance students' publication literacy and support the achievement of the university's Key Performance Indicators (IKU). The study also benefits journal managers, as students with improved skills will reduce technical errors during the submission process. Thus, the study has broad implications for improving the quality of higher education and increasing scientific publication productivity.

This study does have several limitations. First, the one-group pretest–posttest design does not include a control group, limiting the ability to attribute improvements solely to the e-module. Second, the sample consisted of only 30 students from one institution, limiting the generalizability of the findings. Third, the study assessed ability only through cognitive tests and did not measure actual performance or the quality of manuscripts submitted through OJS. External factors such as individual motivation were also not controlled. These limitations provide opportunities for future research to produce more comprehensive findings.

Based on these limitations, future studies are recommended to employ experimental designs with control groups to yield stronger evidence of the e-module's effectiveness. Expanding the sample size and involving multiple institutions would also enhance the generalizability of the findings. Further development of the e-module may include interactive features such as tutorial videos and submission simulations.

## CONCLUSION

This study demonstrates that the OJS-based scientific article publication e-module is effective in improving students' abilities, as evidenced by the significant increase in post-test scores and the shift in performance categories from low to high. These findings confirm that the integration of theoretical content and practical activities within the e-module strengthens students' publication literacy in alignment with the principles of multimedia learning. In addition, the e-module supports self-regulated learning through a structured and easily accessible digital approach. Practically, the e-module provides benefits for both lecturers and institutions by enhancing the quality of learning and contributing to the achievement of higher education accreditation standards.

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