



Students' Alternative Strategies for Achieving Publication in SINTA-Accredited Journals

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ABSTRACT

This study aims to identify and analyze students' alternative strategies in achieving publication in SINTA-accredited journals. The research employs a qualitative approach with a descriptive design. Data were collected through in-depth interviews, observations, and digital documentation involving students who have experience in the scientific publication process. Data analysis was conducted using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. The findings reveal that students' strategies are integrated into three main stages: research planning, scientific writing, and the publication process. In the planning stage, students are publication-oriented from the beginning by selecting relevant topics and conducting intensive literature reviews. In the writing stage, students adapt their articles to journal templates, improve academic language skills, utilize reference management tools, and perform iterative revisions. In the publication stage, students understand the use of the Open Journal System (OJS), select journals that align with the scope, and respond constructively to reviewers' comments. Additionally, this study identifies several challenges, including limited understanding of the publication system, publication costs, lengthy editorial processes, and mismatches in journal scope perception. Academic resilience emerges as a crucial factor in dealing with rejection and increasing the chances of publication success.

Keywords: student alternative strategies, archieving publication, accredited journals

Strategi Alternatif bagi Mahasiswa dalam Menembus Publikasi Jurnal Terakreditasi SINTA

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis strategi alternatif bagi mahasiswa dalam menembus publikasi jurnal terakreditasi SINTA. Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi digital yang melibatkan mahasiswa yang memiliki pengalaman dalam proses publikasi ilmiah. Analisis data dilakukan dengan model interaktif Miles dan Huberman melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi mahasiswa bersifat terintegrasi dalam tiga tahapan utama, yaitu perencanaan penelitian, penulisan artikel ilmiah, dan proses publikasi. Pada tahap perencanaan, mahasiswa berorientasi pada publikasi sejak awal dengan memilih topik yang relevan dan melakukan studi literatur secara intensif. Pada tahap penulisan, mahasiswa menyesuaikan artikel dengan template jurnal, meningkatkan kemampuan bahasa ilmiah, menggunakan aplikasi manajemen referensi, serta melakukan revisi berulang. Pada tahap publikasi, mahasiswa memahami penggunaan Open Journal System (OJS), memilih jurnal yang sesuai dengan scope, serta mampu merespons komentar reviewer secara konstruktif. Selain itu, penelitian ini juga menemukan berbagai kendala seperti keterbatasan pemahaman sistem publikasi, biaya publikasi, lamanya proses editorial, serta ketidaksesuaian persepsi terhadap scope jurnal. Resiliensi akademik menjadi faktor penting dalam menghadapi penolakan dan meningkatkan peluang keberhasilan publikasi.

Kata kunci: strategi alternatif mahasiswa, publikasi jurnal, terakreditasi

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INTRODUCTION

Scientific publication is a key pillar in the development of science and technology in higher education. Through publication, research results are not only systematically documented but also accessible, reviewed, and developed by the broader academic community. Publications also serve as a means of exchanging ideas and strengthening academic culture. Scientific publications have become an important indicator in assessing the academic quality of students and institutions. This is reinforced by the national indexing system, the *Science and Technology Index* (SINTA), which measures the performance of scientific publications based on their quality and impact. In the context of higher education, students no longer act merely as recipients of knowledge, but also as producers of knowledge. This is evident in the demand that final assignments, such as theses or dissertations, be converted into publishable scientific articles. This demand aims to improve students' academic quality while expanding research contributions at the national level. However, this demand has not been fully balanced by student competency readiness. Facts on the ground show that many students still experience difficulties in writing scientific articles. These difficulties include article structure, argument development, use of references, and application of language scientific right. Besides that, student often difficulty connect Research results with in-depth discussion. This demonstrates that scientific writing skills are not only related to language but also to critical and systematic thinking skills.

Research shows that students' scientific writing skills still need to be improved through training, directed and sustainable (Ekaviana, 2024). This ability does not develop automatically but requires intensive practice. This aligns with findings that scientific writing training helps students understand article structure and organize their writing systematically (Sarmini, 2023). Therefore, improving writing skills requires appropriate learning strategies. In addition to the writing aspect, students also face challenges in

understanding the scientific publication process. Many students do not yet understand the publication process through *the Open Journal System* (OJS), from registration to the revision stage. This lack of understanding often leads to technical errors when submitting articles. Research shows that students do not yet fully understand publication procedures (Indriastiningsih, 2023). Furthermore, students also experience difficulty adapting articles to the journal's template and style (Septikasari, 2023). Another problem arises during the article revision stage. Students often struggle to respond appropriately to reviewers' comments. They tend to be unfamiliar with accepting criticism and improving their writing based on scientific input. Yet, revision is a crucial part of the publication process. Lack of understanding of writing techniques and the submission process is a factor that influences the quality of students' scientific articles (Arwih, 2023).

On the other hand, various efforts have been made to improve students' publication skills. Scientific article writing training has been shown to improve students' understanding of writing structure and techniques (Sakaria, 2023). Furthermore, mentoring in the use of OJS helps students understand the publication process and increases their confidence in submitting articles (Batubara, 2022). These efforts demonstrate that improving publication skills can be achieved through the right approach. However, previous research tends to address the issue in a fragmented manner. Some focus on writing skills, while others focus on the publication process. However, successful publication in a SINTA-accredited journal requires a comprehensive strategy. Students need to understand the process from the initial stages, namely research planning, article writing, and publication.

Based on these conditions, there is a research gap in the integrated study of student publication strategies. This study offers novelty *by* examining student strategies comprehensively, encompassing research planning, article writing, and the publication process. This approach is expected to



provide a more comprehensive and applicable picture. Therefore, the purpose of this study is to identify and analyze student strategies in achieving publication in SINTA-accredited journals. The research results are expected to help students increase their publication opportunities and serve as a reference for developing academic development in higher education.

What strategies do students use to get published in SINTA-accredited journals? That is the sole problem formulation of this scientific article.

In line with the problem formulation, this article has only one research objective: to describe students' strategies for getting published in SINTA-accredited journals.

This article has several benefits. First, for article writers who intend to publish in SINTA-accredited online journals, this article is useful because it provides alternative strategies for getting articles published in the relevant journals. Second, for lecturers who require scientific articles to be published in SINTA-accredited online journals, this article is also useful because it can be used as supplementary material in lectures related to scientific publication in online journals. Third, for the online journal-based scientific writing coaching team, this article is also useful because it has the potential to be used as alternative material.

METHOD

Study This use approach qualitative with type study descriptive approach qualitative chosen Because study This aim For understand in a way in-depth student strategies in penetrate publication journal SINTA accredited , good from aspect experience , process, and obstacles faced. According to Sugiyono (2019), Razak (2017), Abubakar (2020), method study qualitative used For research condition natural objects, where researchers play a role as instrument key. In line with that, Creswell (2016), Adams (2007), stated that study qualitative aim explore and understand meaning that comes from from problem social or humanity. With Thus, the approach This allows

researchers get comprehensive and contextual understanding related phenomenon publication scientific circles student.

Subject study This is students who have experience in publication scientific, namely students who have ever send article to journal accredited , in progress in the revision process, or those that have been succeed publish the article . Selection subject done by purposive sampling, namely technique determination sample with consideration certain in accordance with objective research (Fraenkel, 2012: Sugiyono , 2019). In data presentation , informants interview given W code (W1, W2, and so on) for guard confidentiality identity.

Data collection techniques were carried out through interview in-depth, observation, and documentation. Interviews deep used For dig experience, strategy, and obstacles student in the publication process scientific. According to Moleong (2017), interview in study qualitative aim get in -depth information about experience subjective informant. Observation done For observe activity student in the process of writing and sending article. Meanwhile that, documentation used for collect supporting data in the form of article scientific, submit evidence, results revision, and digital documentation in the form of interaction students on social media platforms discussing experience publication. This digital documentation data used as secondary data and given D code (D1, D2, and so on) as part from strengthening research data.

Instrument main in study. This is researchers himself (*human instrument*), which plays a role as planners, data collectors, analysts, and data interpreters. This in line with opinion Sugiyono (2019) stated that that in study qualitative, researcher is instrument the main determining factor the quality of the data obtained. For To support the data collection process, researchers also use instrument addition in the form of guidelines interview, tools recorder and notes field. Data analysis techniques in study This using analysis models interactive proposed by Miles and

Huberman (2014), which includes three stages, namely data reduction, data presentation, and data extraction conclusion. Data reduction is carried out with selecting and focusing relevant data with objective research. Data presentation is carried out in form narrative systematic descriptive, whereas withdrawal conclusion done in a way continuously during the research process ongoing until obtained credible findings.

Data validity is tested through technique triangulation sources and triangulation Triangulation technique is technique inspection validity of the data used something outside the data as comparator against the data (Moleong, 2017; Limiansih et al., 2025; Carter, 2016). Triangulation source done with compare the data obtained from informant interviews (code W) and digital documentation (code D), whereas triangulation technique done with compare results interviews, observations, and documentation. In addition, the validity of the data is also strengthened through the checking process data replay and consistency findings during study taking place. With Thus, the data obtained expected own level high validity and credibility as well as can accountable in a way scientific.

RESULTS

Study This reviewing student strategies in penetrate publication journal SINTA accredited through interview data in-depth and digital documentation of interaction students on social media platforms. Analysis results show that student strategy nature integrated and ongoing in three stages main, namely (1) planning research, (2) writing article scientific, and (3) publication process. In addition, various obstacles that affect success publication.

1. Planning Strategy Study

Research result show that successful students penetrate publication generally has designing study with orientation publication since beginning. They in a way aware choose relevant, current, and

relevant topics opportunity contribution scientific. This matter reflected in statement informant:

"Dari awal saya sudah mikir skripsi ini harus jadi artikel, jadi saya pilih topik yang lagi banyak dibahas di jurnal." (Informant tW1)

From the start, I thought that this thesis should be turned into an article, so I chose a topic that was being widely discussed in journals." (Informant W1)

In addition, students also do studies literature in a way intensive For find gap study:

"Saya banyak baca jurnal SINTA 2 dan 3 untuk lihat pola penulisan dan cari celah penelitian." (Informant W2)

"I read a lot of SINTA 2 and 3 journals to see writing patterns and find research gaps." (Informant W2)

The role of lecturers the mentor also becomes factor important in direct study going to publication:

"Pembimbing saya selalu mengarahkan supaya penelitian saya bisa dipublikasikan." (Informant W3)

"My supervisor always gives me guidance so that my research can be published." (Informant W3)

Findings This show that planning thorough research become foundation main in publication strategy student.

2. Scientific Article Writing Strategy

At the stage writing, students apply various strategies for adapt article with standard journal.

Student emphasize importance follow the journal template objective:

"Saya selalu download template jurnal tujuan, lalu menyesuaikan tulisan saya dari awal." (Informant W4)

"I always download a target journal template, then customize my writing from the start." (Informant W4)

In addition, students also try increase quality Language scientific through habit read journal:



"Awalnya saya kesulitan pakai bahasa ilmiah, tapi setelah sering baca jurnal jadi terbiasa." (Informant W5)

"At first, I had difficulty using scientific language, but after reading journals frequently, I got used to it." (Informant W5)

Use application management references also become part from writing strategy :

"Saya pakai Mendeley supaya sitasi rapi dan tidak salah format." (Informant W6)

"I use Mendeley to ensure neat citations and no formatting errors." (Informant W6)

Students also do revision repetitive before submitting:

"Saya revisi berkali-kali, bahkan minta teman untuk membaca dan memberi masukan." (Informant W2)

"I revised it many times, even asking friends to read it and provide feedback." (Informant W2)

This matter show that writing article scientific is an iterative process that requires accuracy and evaluation sustainable Strategi dalam Proses Publikasi.

3. Strategy in the Publication Process

At the publication stage, students demonstrate technical and adaptive strategies in responding to the journal publication system. Students begin to understand the use of the Open Journal System (OJS) as part of the manuscript submission process:

"Awalnya bingung pakai OJS, tapi setelah coba-coba jadi paham." (Informant W1)

"At first I was confused about using OJS, but after trying it out, I understood." (Informant W1)

Students also apply selective strategies in choosing journals by paying close attention to the suitability between the journal scope and their research topic:

"Saya cek dulu scope jurnalnya apakah sesuai dengan penelitian saya." (Informant W4)

"I first check the journal's scope to see if it fits my research." (Informant W4)

In addition, students tend to use relatively many references from articles previously published by the target journal as a strategy to understand the journal's writing style, scientific orientation, and publication preferences. This strategy helps students align their manuscripts with the characteristics and academic standards of the intended journal.

When facing the revision process, students show adaptability in responding to reviewer comments:

"Komentar reviewer cukup banyak, tapi saya jawab satu per satu." (Informant W3)

"There were quite a lot of reviewer comments, but I answered them one by one." (Informant W3)

Students also demonstrate persistence throughout the publication process:

"Artikel saya pernah ditolak, tapi saya perbaiki lalu kirim ke jurnal lain." (Informant W5)

"My article was once rejected, but I improved it and sent it to another journal." (Informant W5)

4. Obstacles in the Publication Process (Digital Documentation Data)

Based on digital documentation, found various obstacles experienced student in the process of publication.

a. Cost Constraints Publication

"Kemarin aku kena 1,9 kak sistem fast track 1 bulan dibantu revisi..." (Informant D1)

"Yesterday I got 1.9, sis, the 1-month fast track system helped with revisions..." (Informant D1)

Findings This show that part student using acceleration strategy publication through track paid (*fast track*).

b. Understanding to Rejection

"Cara tau itu ditolak itu gimana pak?" (Informant D4)

"How do you know it was rejected, sir?" (Informant D4)

"Dapet email langsung dari jurnal."

(Informant D5)

"I got an email directly from the journal."

(Informant D5)

Student Not yet fully understand indicator rejection article.

c. Academic Resilience

"Saya punya sudah di-review tapi ditolak lagi." (Informant D6)

"I've had it reviewed but it was rejected again."

(Informant D6)

"Diperbaiki terus cari jurnal yang lain."

(Informan D7)

"Keep improving, look for other journals."

(Informant D7)

This matter show existence difference perception between students and journal editors.

d. Journal Scope Mismatch

"Artikel saya ditolak SINTA 2 dengan alasan tidak sesuai scope, padahal sebelumnya ada topik yang sama." (Informant D8)

"My article was rejected by SINTA 2 on the grounds that it didn't fit the scope, even though there was a previous article on the same topic."

(Informant D8)

Findings This show that the publication process need time that is not short.

e. Delay in Editorial Process

"Saya sudah mengirim manuscript sejak 3 bulan lalu dan masih di tahap Journal Administrator." (Informant D9)

"I submitted the manuscript three months ago and it is still at the Journal Administrator stage."

(Informant D9)

Findings This show that the publication process need time that is not short.

r. OJS Technical Issue

"Status 'review discussions' itu maksudnya bagaimana ya?" (Informant D10)

"What does the status 'review discussions' mean?" (Informant D10)

This matter show low understanding student to term technical in system journal.

DISCUSSION

Research result show that student strategy in penetrate publication SINTA journal is holistic and not can separated between One stage with stage others. At this stage planning, students who since beginning oriented publication proven more Ready in produce article scientific. This is show that quality publication is highly dependent on quality planning study.

At the stage writing, active students read journal and do revision repetitive tend produce more articles quality. This is strengthen that ability write scientific is skills that can developed through practice. At this stage publication, understanding to OJS system and capabilities responding to reviewers to factor important. Adaptive students towards the editorial process has opportunity more big For succeed.

Findings important in study This is emergence various constraint externa , such as cost publication, uncertainty of article status, and length of editorial process. In addition, the discrepancy perception to the scope of the journal show that publication scientific No only depending on the similarity topics , but also on contributions scientific and editorial policies. More further findings about resilience academic show that student start understand that rejection is part from the publication process . This is become indicator important in formation culture academic.

CONCLUSION

Based on results research and discussion regarding student strategies in penetrate publication journal SINTA accredited, can concluded that success publication scientific is results from an integrated and sustainable strategy since stage beginning until end of the research process. At this stage planning, publication -



oriented students since beginning tend more Ready in produce article scientifically sound published, especially through election relevant topics, analysis in -depth literature, as well planning systematic research with support lecturer mentor.

At the stage writing, students develop strategies such as adapt article with journal template, using Language scientifically correct, utilizing application management references, as well as do revision in a way repetitive For increase quality of writing (Elmustian & Nurhasni, 2026; Hasanah et al., 2026; Niswanti & Novmarengga, 2025). Meanwhile that, at the stage publications, students sued For understand system journals, especially OJS usage, choosing appropriate journal with scope, as well as capable respond reviewer comments in constructive.

In addition to these strategies, research this also found various obstacles faced students, such as limitations understanding regarding the publication process, uncertainty of article status, length of editorial process, obstacles cost publications, as well as difference perception related to the scope of the journal. Thus, students who have attitude resilient or abstinence give up capable make rejection as part from the learning process going to success publication. With Thus, the publication scientific No only related with ability technical writing, but also engaging mental readiness, understanding systems and mature strategies.

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