



The Role of Academic Literacy and Lecturer Guidance in Improving the Quality of Student Scientific Publications

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ABSTRACT

Academic literacy is an essential competence that students must possess to produce high-quality scientific writing in accordance with academic standards. Academic literacy not only includes reading and writing skills but also critical thinking, analytical abilities, and an understanding of ethical principles in scientific publication. On the other hand, lecturer supervision plays a vital role in guiding students to develop research ideas, construct appropriate methodologies, and produce publishable scientific work. This study aims to analyze the role of academic literacy and lecturer supervision in improving the quality of students' scientific publications. The research employs a qualitative approach through a literature review with descriptive analysis. The results of the study, obtained through data collection techniques in the form of documentation studies and literature reviews and analyzed using a descriptive qualitative method, indicate that academic literacy makes a significant contribution to the quality of students' scientific writing, particularly in terms of writing structure, use of references, and the development of scientific arguments. In addition, lecturer supervision also plays an important role in improving the quality of scientific work through methodological guidance, continuous evaluation, and academic motivation. Therefore, the synergy between academic literacy and lecturer supervision becomes an important factor in supporting the sustainable improvement of the quality of students' scientific publications.

Keywords: academic literacy, lecturer guidance, scientific publication

Peran Literasi Akademik dan Bimbingan Dosen dalam Meningkatkan Kualitas Publikasi Ilmiah Mahasiswa

ABSTRAK

Literasi akademik adalah suatu kompetensi yang sangat penting yang harus dimiliki oleh setiap mahasiswa dalam menghasilkan karya ilmiah yang berkualitas dan sesuai dengan standar akademik. Literasi akademik bukan hanya mencakup kemampuan membaca dan menulis, namun juga melibatkan kemampuan berpikir kritis, analisis, serta pemahaman terhadap etika publikasi ilmiah. Di sisi lain, bimbingan dari dosen menjadi hal yang sangat penting dalam mengarahkan mahasiswa agar mampu mengembangkan ide, menyusun metodologi penelitian, serta menghasilkan karya ilmiah yang layak dipublikasikan. Tujuan dari penelitian ini adalah untuk menganalisis peran literasi akademik dan bimbingan dosen dalam meningkatkan kualitas publikasi ilmiah mahasiswa. Metode yang digunakan adalah pendekatan kualitatif melalui studi literatur dengan analisis deskriptif. Hasil penelitian yang diperoleh melalui teknik pengumpulan data berupa studi dokumentasi dan kajian literatur, kemudian dianalisis menggunakan metode deskriptif kualitatif, menunjukkan bahwa literasi akademik memberikan kontribusi yang signifikan terhadap kualitas tulisan ilmiah mahasiswa, khususnya pada aspek struktur penulisan, penggunaan referensi, dan penyusunan argumentasi ilmiah. Selain itu, bimbingan dosen turut berperan dalam meningkatkan kualitas karya ilmiah melalui arahan metodologis, evaluasi secara berkelanjutan, serta pemberian motivasi akademik. Dengan demikian, sinergi antara literasi akademik dan bimbingan dosen menjadi faktor penting dalam mendukung peningkatan kualitas publikasi ilmiah mahasiswa secara berkelanjutan.

Kata kunci: literasi akademik, bimbingan dosen, publikasi ilmiah

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INTRODUCTION

Scientific publications are a crucial indicator in assessing the academic quality of students in higher education. In this era of globalization and the rapid development of science, students are not only users of information but are also required to generate knowledge through research and scientific publications. The ability to compose high-quality scientific papers is crucial not only because it reflects mastery of the material but also demonstrates students' critical, analytical, and systematic thinking skills. This aligns with the demands of higher education, which encourage the development of 21st-century competencies, such as critical thinking, communication, collaboration, and creativity (Zuchdi, 2012).

In this context, academic literacy is a fundamental skill that every student must master. Academic literacy encompasses not only reading and writing skills but also the ability to critically understand, evaluate, and construct knowledge. According to Dalman (2016), academic literacy is the ability to comprehend scientific texts, process information, and express ideas logically and systematically in written form. Furthermore, Tarigan (2015) explains that scientific writing skills are a complex part of language skills, as they simultaneously involve cognitive, linguistic, and social aspects.

However, several studies indicate that the academic literacy level of Indonesian students remains relatively low. Many students experience difficulty understanding the structure of scientific papers, developing research ideas, and constructing logical, data-based arguments. This problem is exacerbated by low interest in reading and limited access to quality scientific sources (Dewi, 2025; Wakerkwa and Indriyani, 2025). Furthermore, students often encounter difficulties using scientific language, resulting in less systematic writing and a lack of scientific publication standards (Rahardi, 2009).

Another equally significant issue is students' poor understanding of academic ethics. Plagiarism, the use of sources without proper citation, and a

lack of awareness of the importance of originality are still frequently found in student scientific work (Dahlan, 2024). This demonstrates that academic literacy is not only related to the technical aspects of writing but also encompasses moral and ethical aspects in the academic world.

The role of the supervisor is crucial in supporting students in resolving these issues. The supervisor acts as a facilitator, mentor, and evaluator in the student's scientific writing process. Through effective guidance, the supervisor can help students understand research concepts, develop a framework for thinking, and improve the quality of their writing (Sari, 2018). Furthermore, the supervisor also plays a role in fostering students' academic motivation, thus increasing their confidence in producing high-quality scientific work (Fidesrinur et al., 2022).

The supervisor's guidance is not limited to the technical aspects of writing but also encompasses the development of students' critical and reflective thinking skills. According to Yamin (2013), the lecturer's role in the learning process is not merely as a transmitter of information or material to students, but also as a facilitator, encouraging students to actively think and discover knowledge independently. In this context, the supervisor's guidance is a crucial tool in developing students' academic literacy comprehensively.

The relationship between academic literacy and the supervisor's guidance is complementary and inseparable. Good academic literacy makes it easier for students to understand the direction and input from lecturers, while effective lecturer guidance will accelerate the development of students' academic literacy skills. In other words, students' success in producing quality scientific publications is greatly influenced by the interaction between internal factors (academic literacy) and external factors (lecturer guidance).

"What is the role of academic literacy and lecturer guidance in improving the quality of student scientific publications?" That is the research problem in this article.



This study aims to analyze the role of academic literacy and lecturer guidance in improving the quality of student scientific publications.

This research is expected to contribute to the development of learning strategies in higher education, particularly in improving academic literacy skills and the quality of students' scientific work. Furthermore, this research is also expected to be used as a consideration in the development of academic policies that support student research activities and scientific publications.

First, research conducted by Sari (2018) shows that lecturer guidance has an impact on improving the quality of student scientific writing. Second, research by Fidesrinur et al. (2022) explains that academic motivation and lecturer mentoring can increase student confidence in producing scientific publications. Third, Dewi (2025) and Wakerkwa & Indriyani (2025) also shows that low academic literacy is a factor inhibiting the quality of students' scientific work. Based on these studies, it can be seen that academic literacy and lecturer guidance play a crucial role in improving the quality of students' scientific publications.

METHOD

This research employed a qualitative approach using a literature study (library research). This qualitative approach was chosen because it provides a deeper and more comprehensive understanding of the phenomena discussed, particularly regarding the role of academic literacy and lecturer guidance in the context of student scientific publications (Moleong, 2018; Razak, 2017; Abubakar, 2021; Fraenkel et al., 2012). The literature study method was used to examine several theories, concepts, and previous research findings relevant to the research topic.

The data sources in this study consisted of secondary data obtained from books, scientific journals, proceedings, and articles relevant to academic literacy, lecturer guidance, and scientific publications. Data sources were selected selectively, taking into account the credibility of the authors, the quality of the publisher, and the relevance of the

content to the research focus (Sugiyono, 2019).

The data collection process was carried out through several stages, namely: (1) determining data sources in the form of journals, books, and scientific articles related to academic literacy, lecturer guidance, and the quality of student scientific publications; (2) selecting relevant literature according to the research focus; (3) grouping data based on research themes; and (4) recording important information using instruments such as documentation sheets and data cards to identify findings related to aspects of academic literacy, the role of lecturer guidance, and the quality of student scientific publications. Next, the data analysis process was carried out using qualitative descriptive analysis techniques, including data reduction, data presentation, and conclusion drawing (Arikunto, 2013).

During the analysis process, academic literacy data was analyzed to determine students' ability to understand the structure of scientific papers, use of references, develop scientific arguments, and apply academic ethics. Furthermore, lecturer guidance data was analyzed to identify the form of methodological guidance, ongoing evaluation, and academic motivation provided by lecturers to students during the scientific paper preparation process. Student scientific publication data was analyzed based on writing quality, the systematics of the scientific work, the appropriateness of the use of reference sources, and the suitability of scientific publications. Through this analysis process, researchers attempt to identify the relationship between academic literacy and lecturer guidance in improving the quality of students' scientific publications so that the research results can provide a comprehensive and systematic picture of the phenomena being studied.

RESULTS

1. Academic Literacy

Based on the results of a literature review, academic literacy is a crucial skill in supporting students' success in producing quality scientific publications. Academic literacy is not only related

to reading and writing skills, but also encompasses the ability to understand, evaluate, and process scientific information critically and systematically. Dalman (2016) explains that academic literacy encompasses the ability to comprehend scientific texts, develop ideas, and convey thoughts logically in academic writing.

The results of the literature review indicate that students with good academic literacy skills tend to more easily understand the structure of scientific papers, from the introduction, methodology, research results, to conclusions. Furthermore, critical reading skills are also an important part of academic literacy because they help students examine the validity of information, understand relationships between concepts, and synthesize information from various scientific sources (Tarigan, 2015).

Scientific writing skills are also a key indicator of academic literacy. Students with good scientific writing skills are able to organize ideas systematically, use appropriate scientific language, and convey arguments logically and objectively. Semi (2007) stated that scientific writing skills require critical thinking skills and a good command of language rules so that writing can be understood clearly and scientifically.

Furthermore, research findings indicate that the use of appropriate scientific references is an essential part of academic literacy. Students with good academic literacy skills are generally able to select relevant sources, use correct citation techniques, and compile bibliographies in accordance with academic standards. These skills influence the credibility and quality of students' scientific work (Rahardi, 2009).

2. Lecturer Guidance

The results of the literature review indicate that lecturer guidance plays a crucial role in the process of preparing students' scientific papers. Supervisors not only serve as providers of academic direction but also as facilitators and motivators in helping students complete research and publish scientific publications. Sari (2018)

stated that lecturer guidance influences the quality of students' scientific work, particularly in the development of research methodologies and the development of conceptual frameworks.

Based on the literature review, regular and structured lecturer guidance can help students understand the research stages more systematically. Lecturers provide guidance in determining research topics, formulating problems, selecting research methods, and conducting data analysis. Furthermore, lecturers provide evaluation and feedback on students' writing so that errors can be gradually corrected.

Studies also show that the intensity of interaction between lecturers and students significantly influences the quality of the resulting scientific work. Students who receive active guidance tend to have a better understanding of the research process and are better able to write scientific papers systematically and argumentatively than students who receive less guidance (Fidesrinur et al., 2022).

In addition to academic aspects, lecturer guidance also plays a role in increasing student motivation. Lecturers who provide positive support and academic encouragement can increase students' confidence in completing scientific papers. According to Yamin (2013), lecturers not only serve as presenters of material but also as facilitators, helping students develop critical and independent thinking skills in the learning process.

3. Quality of Student Scientific Publications

The results of a literature review indicate that the quality of student scientific publications is influenced by their ability to structure their scientific papers systematically, logically, and in accordance with academic principles. Quality scientific publications are characterized by a clear writing structure, the use of relevant references, strong scientific argumentation, and the use of appropriate scientific language.

Students who possess strong academic literacy skills and receive effective lecturer guidance tend to produce higher-quality scientific papers. These



papers generally have a strong theoretical foundation, clear research methods, and discussions relevant to the research objectives. Furthermore, the use of appropriate scientific references also enhances the credibility of student scientific publications.

However, the study also shows that various obstacles still affect the quality of students' scientific publications, such as low interest in reading, limited scientific writing skills, a lack of understanding of academic ethics, and limited research experience. These factors cause some students to experience difficulties in compiling scientific papers that meet academic publication standards.

Based on the analysis of these three aspects, it can be seen that academic literacy and lecturer guidance have a mutually supportive relationship in improving the quality of students' scientific publications. Academic literacy acts as an internal factor influencing students' ability to understand and compile scientific papers, while lecturer guidance is an external factor that helps students develop these skills. Thus, the synergy between academic literacy and lecturer guidance is a crucial factor in producing quality student scientific publications.

DISCUSSION

The results of this study confirm that academic literacy is the primary foundation for students' scientific work production. Academic literacy functions not merely as a set of technical skills, but as a complex intellectual competency that involves the ability to understand, analyze, evaluate, and critically construct knowledge. In this context, academic literacy is an important prerequisite for students to be able to participate actively in the academic community and produce quality scientific publications (Tarigan, 2015; Zuchdi, 2012).

More specifically, academic literacy can be understood as the integration of critical reading skills, scientific writing skills, and an understanding of academic conventions and ethics.

Critical reading skills enable students to not only comprehend text content but also evaluate the quality of arguments, methodologies, and research findings presented in scientific sources. This is crucial because quality scientific work must be based on a strong and relevant theoretical foundation. Students with strong critical reading skills tend to be able to identify research gaps, thereby producing work with clear scientific contributions (Dalman, 2016).

Furthermore, scientific writing skills are an integral part of academic literacy. Scientific writing is not simply the expression of ideas; it is a complex cognitive process that involves systematic planning, organizing, and revising ideas. Keraf (2004) states that good scientific writing must have a clear structure, a high level of cohesion and coherence, and the ability to convey ideas logically and orderly. In practice, many students still struggle to compose well-structured writing, resulting in the low quality of their scientific work.

Academic literacy also encompasses an understanding of academic ethics, such as honesty in writing, proper use of citations, and respect for the work of others. This aspect often receives little attention from students, despite its crucial importance for maintaining academic integrity. Dahlan (2024) points out that plagiarism remains a serious problem among students, largely due to a lack of understanding of academic ethics. Therefore, strengthening academic literacy needs to encompass not only cognitive and technical aspects, but also ethical and moral dimensions.

Lecturer guidance is an external factor that has a significant influence in supporting the development of students' academic literacy. Supervisors act as facilitators, helping students understand the comprehensive process of research and scientific writing. In this process, lecturers not only provide technical guidance but also assist students in developing critical and analytical scientific thinking (Sari, 2018).

The role of lecturers in academic guidance can be viewed from several aspects. First, lecturers assist students in formulating clear and relevant

research problems. Many students experience difficulties in the early stages of research, particularly in determining the focus of their research. In this regard, lecturers can provide guidance and input that helps students clarify their research direction. Second, lecturers play a role in guiding students in developing appropriate research methodologies. Selecting an appropriate research method is crucial for determining the validity and reliability of research results (Moleong, 2018).

Third, lecturers play a role in providing constructive feedback on students' work. Through this feedback, students can identify weaknesses in their writing and make gradual improvements. This revision process is crucial for producing quality scientific papers. Fidesrinur et al. (2021) emphasized that intensive and ongoing guidance will result in significant improvements in the quality of scientific papers.

Beyond the academic aspect, lecturer guidance also has an equally important psychological dimension. The process of writing scientific papers often creates stress for students, especially when they encounter various obstacles in their research. In such situations, the support and motivation of their supervisors are crucial. Lecturers who are able to provide encouragement and emotional support can help increase students' self-confidence and resilience in facing academic challenges (Yamin, 2013).

However, the effectiveness of lecturer guidance depends not only on the lecturer's role but also on the quality of interactions between the lecturer and students. Effective communication, openness, and commitment from both parties are crucial factors in determining the success of the guidance process. One-way guidance with minimal interaction tends to be less effective in improving the quality of students' scientific work.

In this context, the relationship between academic literacy and lecturer guidance can be understood as synergistic. Good academic literacy enables students to be better prepared to accept and implement lecturer direction. Conversely,

effective lecturer guidance can accelerate the development of students' academic literacy through a directed and systematic learning process (Nugroho, 2022).

The results of this study indicate that improving the quality of student scientific publications cannot be achieved by relying on one factor alone. Quality improvement efforts must be carried out comprehensively by integrating the development of academic literacy and improving the quality of lecturer guidance. Universities need to develop structured academic literacy programs, such as scientific writing training, information literacy workshops, and assistance in the use of scientific reference sources.

Furthermore, it is necessary to improve the quality of lecturer guidance through training and professional development. Lecturers need to be equipped with the skills to provide effective guidance, including providing constructive feedback, establishing good communication with students, and understanding students' learning needs. This way, the guidance process can run optimally and have a significant impact on the quality of students' scientific work.

Students also need to be aware of and responsible for developing their academic literacy skills independently. Students cannot rely entirely on lecturer guidance but must actively seek information, read scientific sources, and practice writing consistently. Learning independence is a crucial factor in improving the quality of student scientific publications.

Therefore, it can be concluded that academic literacy and lecturer guidance are two complementary and inseparable factors in improving the quality of student scientific publications. The synergy between these two factors is key to producing high-quality, innovative scientific work that makes a real contribution to the development of science.

CONCLUSION

Based on the research results and discussion, it can be concluded that academic literacy and

lecturer guidance play a crucial role in improving the quality of student scientific publications. Academic literacy provides the foundational skills necessary for reading, writing, and critical thinking, enabling students to produce systematic, logical, and evidence-based scientific work.

On the other hand, lecturer guidance significantly contributes to helping students understand research methodology, improve the quality of their writing, and enhance academic motivation. Intensive and ongoing guidance allows students to optimally develop their abilities.

Therefore, collaboration between academic literacy and lecturer guidance is key to improving the quality of student scientific publications. Efforts to improve this quality cannot be undertaken in isolation; instead, both aspects must be strengthened simultaneously and continuously.

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