

Strengthening Scientific Article Editing and Paraphrasing Skills for Publication Readiness Through Grammarly and Quillbot

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INFORMASI ARTIKEL	ABSTRAK
Kata Kunci: Grammarly QuillBot Parafrase Artikel ilmiah Pengabdian masyarakat	Publikasi artikel ilmiah menjadi kebutuhan penting bagi mahasiswa, namun penyusunan naskah masih menghadapi kendala pada aspek tata bahasa, struktur kalimat, dan kemampuan melakukan parafrase. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan keterampilan mahasiswa Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, dalam menyunting dan memparafrase naskah artikel ilmiah menggunakan Grammarly dan QuillBot. Kegiatan dilaksanakan secara luring dengan pendekatan active learning melalui ceramah, demonstrasi, praktik langsung, diskusi, tanya jawab, pendampingan, dan evaluasi. Peserta kegiatan berjumlah 35 mahasiswa. Evaluasi dilakukan melalui observasi selama praktik, diskusi dan tanya jawab untuk mengidentifikasi pemahaman peserta, serta kuesioner untuk memperoleh respons terhadap pelaksanaan kegiatan. Hasil evaluasi menunjukkan capaian pada tiga aspek utama, yaitu kemampuan mengidentifikasi dan memperbaiki masalah tata bahasa, ejaan, tanda baca, dan struktur kalimat menggunakan Grammarly; kemampuan melakukan parafrase dan menyusun alternatif struktur kalimat menggunakan QuillBot; serta kemampuan mengevaluasi kembali hasil rekomendasi aplikasi berdasarkan makna dan konteks akademik sebelum diterapkan pada manuskrip. Selama praktik, peserta menggunakan manuskrip yang telah mereka siapkan sebagai bahan latihan dan memperoleh pendampingan ketika mengalami kesulitan dalam memilih rekomendasi aplikasi atau menyesuaikan hasil parafrase dengan makna asli. Dengan demikian, kegiatan ini memberikan pengalaman praktis kepada peserta dalam menyunting dan memparafrase artikel ilmiah secara lebih sistematis serta mendukung kesiapan manuskrip sebelum diajukan ke jurnal.
Keywords: Grammarly QuillBot Paraphrasing Scientific article Community service	Scientific article publication has become an important requirement for university students; however, manuscript preparation continues to present challenges related to grammar, sentence structure, and paraphrasing skills. This community service activity aimed to enhance the ability of students at Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, to edit and paraphrase scientific manuscripts using Grammarly and QuillBot. The activity was conducted in an on-site setting using an active learning approach that incorporated lectures, demonstrations, hands-on practice, discussions, question-and-answer sessions, mentoring, and evaluation. A total of 35 students participated in the activity. Evaluation was conducted through observation during the practical sessions, discussions and question-and-answer sessions to assess participants' understanding, and a questionnaire to obtain participants' responses to the implementation of the activity. The evaluation results demonstrated three main outcomes: participants' ability to identify and revise problems related to grammar, spelling, punctuation, and sentence structure using Grammarly; their ability to paraphrase and develop alternative sentence structures using QuillBot; and their ability to critically review the applications' recommendations based on the intended meaning and academic context before incorporating them into their manuscripts. During the practical sessions, participants used their prepared manuscripts as training materials and received guidance when encountering difficulties in selecting appropriate application-generated suggestions or adjusting paraphrased outputs while preserving the original meaning. Overall, the activity provided participants with practical experience in editing and paraphrasing scientific articles more systematically and supported the readiness of their manuscripts for journal submission.

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I. INTRODUCTION

The publication of scientific articles is an important part of academic activities in higher education because research findings need to be disseminated through scientific journals in order to contribute to the development of knowledge. Students are not only required to be able to conduct research but also need to have the skills to transform research findings into articles that comply with journal requirements. However, the ability to prepare a publishable manuscript involves more than understanding the general structure of a scientific article. Students also need to develop the ability to revise language, improve sentence construction, paraphrase information from sources, and ensure that the final manuscript is clear and academically appropriate. Fiqhi et al. (2023), in their study, showed that students still need assistance in understanding the systematic structure of article writing, determining target journals, and following the publication stages. The need for such assistance is also evident in other community service activities that provide training in article writing and the use of supporting tools for scientific work among students (Adrizal, Mardian, & Sastradika, 2024; Saguni et al., 2024).

In the process of preparing scientific articles, the problems faced by authors are not only related to article structure but also to language quality and the ability to process information from various sources. Errors in grammar, word choice, sentence structure, and difficulties in paraphrasing can affect the readability of articles. The development of *Automated Writing Evaluation* (AWE) provides an alternative form of assistance in the process of checking and improving writing. Zhai & Ma, (2023), through a meta-analysis of the use of AWE, found a positive effect on writing quality, while Ding & Zou, (2024) showed that AWE systems such as Grammarly have been widely used to provide feedback on various aspects of writing.

One of the developing tools for academic writing is Grammarly. This application can provide feedback on grammar, spelling, punctuation, sentence structure, and certain aspects of writing style. The research Tambunan et al. (2022) showed that Grammarly can be used to identify linguistic issues in students' writing. The use of automated feedback can also assist students in the revision process when users are able to understand and consider the suggestions provided by the system (Zhai & Ma, 2023).

In addition to grammar checking, the ability to paraphrase is also an important part of preparing scientific articles. Authors need to be able to restate ideas from the sources they use while maintaining the original meaning and providing appropriate citations. QuillBot is one of the digital tools that can be used in the paraphrasing and sentence refinement process. The findings of a study conducted by Hardiantini et al. (2025) revealed that QuillBot is widely utilized in academic writing activities, particularly to assist with the paraphrasing process.

Grammarly and QuillBot have different functions, but both can be used sequentially in the process of improving an article. Grammarly can help participants identify language-related issues, while QuillBot can help participants obtain alternatives for restructuring sentences. The use of these two tools needs to be carried out critically because the results provided by the applications cannot always be accepted directly. Users still need to check the appropriateness of the results in relation to the context, the author's intended meaning, and the sources used. Studies on AWE indicate that technology is more appropriately positioned as a provider of feedback in the revision process, while the final decision regarding changes to the writing remains with the author (Ding & Zou, 2024).

The scientific publication training has largely focused on article structure, writing techniques, reference management, journal selection, and manuscript submission procedures. Meanwhile, research on Grammarly has mainly examined *automated writing evaluation* and feedback on writing (Alghamdi & AbuSaaleek, 2025), whereas research on QuillBot has focused more on the use of the application in paraphrasing and academic writing (Fitria, 2022; (Mahmud, Tahir, & Asrifan, 2026). There have been relatively few community service activities that integrate Grammarly and QuillBot into a single advanced scientific article publication training program specifically aimed at helping participants refine their manuscripts before publication. This difference in focus represents an area addressed through the community service activity conducted by the community service team in this study.

This need is relevant to the academic community of Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province, where the community service activity was conducted. The participants had previously participated in scientific publication training; therefore, the subsequent activity was no longer focused on introducing the basic concepts of scientific articles. At this stage, the participants needed more practical skills in revising manuscripts, paraphrasing, managing references, identifying suitable journals, and

preparing articles before submission. Initial observations by the community service team indicated that participants continued to encounter difficulties in grammar, sentence structure, paraphrasing, and the use of digital applications to support manuscript revision. This condition provided the basis for the need for training that not only provided an understanding of scientific publication but also offered participants direct experience in using digital tools.

The baseline condition identified through the initial observation can be described in three main areas. First, participants had already been introduced to scientific article publication but still required assistance in applying revision principles to their own manuscripts. Second, difficulties remained in linguistic refinement, particularly in grammar, sentence construction, and paraphrasing. Third, participants had limited practical experience in using digital writing tools as part of a systematic manuscript-revision process. These conditions indicate a gap between the participants' existing publication knowledge and the practical competence required to independently refine a manuscript for journal submission.

Based on these conditions, the community service team conducted the activity entitled "Advanced Scientific Article Publication Training Based on Grammarly and QuillBot Tools" at Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province. This activity was a continuation of the basic scientific publication training previously conducted for students at Al-Mujaddid Sabak Islamic Institute. The training focused on the practical use of Grammarly to assist in checking grammar and QuillBot to assist in the paraphrasing process in students' scientific writing.

The training did not stop at the use of the applications but connected each tool with the stages undertaken by the participants in preparing articles for publication. Participants were guided to review the results provided by Grammarly and QuillBot, adapt them to the context of the article, revise the necessary sections of the manuscript, and then relate the revised results to the journal targeted for publication. This approach was expected to help participants understand that technology serves as a supporting tool in the writing process, while academic competence and final decisions remain with the author.

Based on these considerations, this activity aimed to improve participants' skills in utilizing Grammarly and QuillBot to refine scientific articles while also enhancing their readiness for the publication process. Through practical training, participants were expected not only to be able to use the two applications but also to evaluate the results provided, revise their manuscripts independently, and prepare articles in accordance with the characteristics of the target journal. This activity represents one of the efforts to strengthen the scientific publication skills of the academic community at Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur.

II. SITUATION ANALYSIS AND PARTNER PROBLEMS

Students at Institut Islam Al-Mujaddid Sabak, Tanjung Jabung Timur, Jambi, encountered difficulties in preparing scientific articles for journal submission. The difficulties identified by the community service team were mainly related to grammar, sentence structure, punctuation, and paraphrasing. In addition, the students had limited practical experience in using digital writing-support tools to assist them in reviewing and refining their scientific manuscripts.

The initial condition of the participants was identified through direct observation and discussions with the students regarding their experience in preparing scientific manuscripts. The observation focused on the writing-related difficulties encountered by the students, while the discussions explored their experiences in revising manuscripts and using digital applications to support academic writing. Because the initial assessment did not employ a structured pre-test or quantitative scoring of writing proficiency, the baseline condition is presented descriptively rather than as numerical measures.

Based on the initial observations and discussions, three main partner problems were identified. First, students required practical assistance in identifying and revising language-related problems in their scientific manuscripts, particularly grammar, spelling, punctuation, and sentence structure. Second, students experienced difficulties in paraphrasing and restructuring sentences while maintaining the intended meaning and academic context of the original text. Third, students had limited practical experience in using digital writing-support applications as part of a systematic manuscript-revision process.

These conditions indicated the need for practical training that connected the students' existing knowledge of scientific article writing with direct practice in using digital tools. Grammarly was introduced as a supporting tool for identifying and reviewing language-related problems, while QuillBot was introduced

to assist with paraphrasing and developing alternative sentence structures. The training also emphasized that application-generated suggestions should not be accepted automatically. Students were guided to examine the suggestions critically and determine their appropriateness based on the meaning, context, and academic purpose of their manuscripts.

The identified partner problems therefore served as the basis for designing the community service activity. The training was structured to provide participants with direct experience in applying Grammarly and QuillBot to their own scientific manuscripts, receiving guidance during the revision process, and evaluating the outputs generated by the applications before incorporating them into their writing.

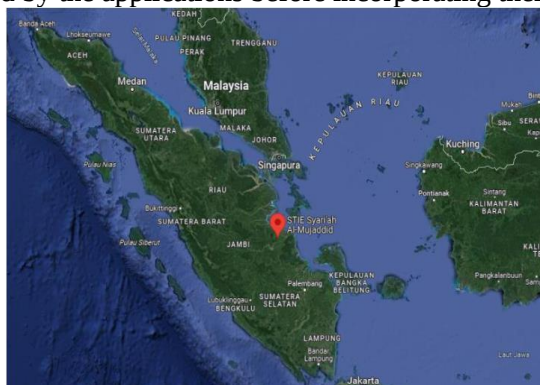


Figure 1. Location of Al-Mujaddid Islamic Institute

III. METHOD

This community service activity employed an *active learning* approach that positioned participants as active participants in the training process. This approach was implemented by the team through the delivery of materials, demonstrations, hands-on practice, discussions, and mentoring. The use of *active learning* is considered appropriate for training activities because participants not only receive explanations from the trainers but also have opportunities to practice, develop, and apply the knowledge gained during the activity (Garnham & Gowers, 2023). In this activity, the community service team acted as facilitators who provided guidance and mentoring, while participants directly practiced using Grammarly and QuillBot on the scientific articles they had prepared.

The community service activity was conducted face-to-face (offline) at Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province. The activity was conducted for one full day and attended by 35 participants consisting of lecturers and students. The participants were members of the academic community who had basic experience in preparing scientific articles. Therefore, the training did not focus on introducing the basics of article writing but instead focused on the use of digital tools to assist participants in revising their manuscripts before proceeding to the publication process.

The activity was implemented using several methods, namely lectures, demonstrations, hands-on practice, discussions, question-and-answer sessions, and evaluation. These methods were arranged sequentially so that participants could gain an understanding before engaging in practice and receive guidance when encountering difficulties while using the tools. Learning that connects explanations with activities and direct application enables participants to develop their understanding through more active learning experiences (Garnham & Gowers, 2023). In addition, designing learning activities that consider participants' experiences, the application of knowledge, and feedback is an important part of creating an effective learning process (Lovett, Bridges, DiPietro, Ambrose, & Norman, 2023).

1. Lecture Method

The lecture method was used to provide an initial understanding of scientific article publication and the use of digital tools in the process of refining manuscripts. The material was delivered using PowerPoint with examples of sections of articles that still required improvement. The delivery of the material included the functions of Grammarly in assisting with checking grammar, spelling, punctuation, and sentence clarity, as well as the functions of QuillBot in assisting with the preparation of alternative sentences and the paraphrasing process.

At this stage, the community service team also explained how to use both applications appropriately in scientific writing. Participants were given an understanding that Grammarly and QuillBot are tools to assist

in the process of editing and refining manuscripts, not replacements for the writer's abilities. Therefore, participants remained responsible for the accuracy of the content, meaning, and scientific information contained in the article.

2. Discussion and Question-Answer Method

After the community service team presented the material, the activity continued with discussion and question-and-answer sessions. Participants were given the opportunity to share their experiences and difficulties encountered while using Grammarly and QuillBot. The issues discussed included selecting suggestions for improvement, restructuring sentences, paraphrasing, using academic terms, and the appropriateness of the application results in relation to the context of the article.

The discussion was conducted interactively between the community service team and the participants. Several examples of participants' articles were also used as discussion materials so that the issues that arose could be addressed based on the actual conditions faced by the participants. This approach provided participants with an opportunity to connect the training materials with the writing needs of the articles they were currently working on.

3. Implementation Process

The implementation process of the activity began with coordination between the community service team and the Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province. The coordination was conducted to determine the time of implementation, location of the activity, number of participants, training materials, and technical requirements needed during the activity.

After the preparation was completed, the activity began with an opening session and the delivery of materials on scientific article refinement. Next, the team introduced Grammarly and QuillBot and explained the functions of both tools in the writing process. The activity then continued with demonstrations and hands-on practice using the participants' articles.

During the practice session, the community service team provided assistance to the participants. After the practice was completed, the activity continued with discussion and question-and-answer sessions. At the end of the activity, participants were guided to review the sections of their articles that had been revised and to understand the stages that still needed to be completed before the articles were submitted to the target journals.

4. Evaluation of the Activity

Evaluation was conducted to document participants' understanding, practical abilities, and responses to the training. Three evaluation techniques were used: observation during hands-on practice, discussion and question-and-answer sessions, and a participant questionnaire. Each technique served a different evaluation purpose.

First, observation was conducted during the hands-on practice to document participants' practical use of Grammarly and QuillBot. The observation focused on three indicators: (1) participants' ability to identify language-related problems in their manuscripts using Grammarly; (2) participants' ability to use QuillBot to produce paraphrased or alternative sentence structures; and (3) participants' ability to review and adjust application-generated suggestions according to the intended meaning and academic context of their manuscripts. The facilitators recorded the abilities demonstrated by participants during the practice sessions.

Second, discussion and question-and-answer sessions were used to document participants' understanding of the training materials and the difficulties encountered during practice. The discussion focused on participants' understanding of the functions of Grammarly and QuillBot, the appropriate use of the tools in scientific writing, and the need to review automated suggestions before incorporating them into a manuscript. Key questions, difficulties, and responses emerging during the sessions were documented as qualitative evaluation data.

Third, a questionnaire was administered at the end of the activity to obtain participants' responses to the training. The questionnaire addressed participants' perceptions of the usefulness of the training, clarity of the materials, ease of following the demonstrations and practice activities, and usefulness of Grammarly and QuillBot in supporting manuscript revision. The questionnaire was therefore used to describe participants' perceptions and responses rather than to measure changes in writing proficiency.

The questionnaire used a Likert-type response scale, with participants selecting one response for each statement according to their level of agreement. The questionnaire was completed individually after the hands-on practice. The responses were summarized descriptively to identify the general tendency of

participants' perceptions. Observation and discussion data were also analyzed descriptively by identifying the practical abilities demonstrated and the main difficulties encountered during the activity. The findings from the three evaluation techniques were then compared to provide a descriptive account of the activity outcomes.

Because the activity did not employ a structured pre-test and post-test, numerical writing scores, systematic counts of language errors, or a documented comparison of manuscripts before and after the training, the evaluation was not intended to calculate the percentage of improvement in participants' writing ability. Instead, the evaluation documented participants' demonstrated practical abilities and responses during the training. The main outcomes examined were participants' ability to use Grammarly for language editing, use QuillBot for paraphrasing and sentence restructuring, and critically review application-generated suggestions before applying them to their manuscripts.

IV. RESULT AND DISCUSSION

The Community Service (PkM) activity was conducted face-to-face (offline) on August 20, 2026, at Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province. The activity was attended by 35 students who had previously received basic training on scientific article publication. This advanced activity was conducted as a form of mentoring to improve students' abilities in refining scientific article manuscripts before publication in journals. Therefore, the training focused on the use of technology to support academic writing, particularly the Grammarly and QuillBot applications.

At the initial stage, the community service team coordinated with the Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, regarding the purpose and objectives of the activity, implementation time, location, number of participants, and materials to be provided. The coordination was conducted to ensure that the implementation of the activity was in accordance with the students' needs. Considering that this activity was a continuation of the basic scientific publication training previously attended by the participants, the community service team adjusted the materials to make them more practical and applicable. Thus, participants not only gained a conceptual understanding of scientific article refinement but also obtained direct experience in using Grammarly and QuillBot as supporting tools in the academic writing process. The use of these two applications can assist participants in checking grammar, improving sentence structure and clarity, and paraphrasing as part of the process of refining academic writing (Umah, Nurdianingsih, & Rozak, 2025; Latifah, Muth'im, & Nasrullah, 2024).



Figure 2. Coordination with Al-Mujaddid Sabak Islamic Institute

After the implementation time and technical arrangements were agreed upon, the community service team prepared training materials that were adjusted to the participants' level of understanding and needs. The training materials included an introduction to the functions of Grammarly in helping identify errors in grammar, spelling, punctuation, sentence structure, and the clarity of academic writing. In addition, participants were introduced to QuillBot as a tool to assist in paraphrasing and restructuring sentences to make them more effective and easier to understand. The use of both applications was directed as a supporting tool in the process of editing and refining manuscripts, rather than as a replacement for students' ability to think critically and write independently.



Figure 3. Training Materials

The training was conducted through direct delivery of the materials, followed by demonstrations and hands-on practice using the applications. The community service team provided examples of how to use Grammarly to check sections of the manuscript that still contained errors in language-related aspects. Subsequently, participants were given an understanding of how to use QuillBot to paraphrase sentences or paragraphs while maintaining the appropriateness of meaning and academic context. The practical approach was selected so that participants could understand the functions of the applications more concretely and apply them directly to the scientific article manuscripts they were working on.

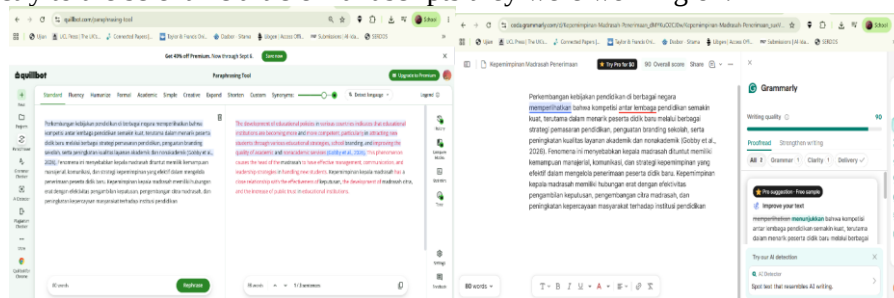


Figure 4. Simulation Session on the Use of Grammarly and QuillBot

The next activity was conducted using a demonstration method. The community service team directly demonstrated the stages of using Grammarly to check aspects of writing related to grammar, spelling, punctuation, and sentence structure, followed by a demonstration of QuillBot to provide alternative sentence structures and perform paraphrasing. The demonstration used sample texts prepared by the team so that participants could follow the application process step by step before practicing independently on their respective articles.

In the hands-on practice stage, participants used the scientific articles they already had as training materials. Participants first inserted sections of their articles into Grammarly to identify suggestions for improvement, and then used QuillBot to paraphrase sentences that needed to be restructured. During the practice, the community service team provided assistance so that participants could overcome difficulties that arose, such as difficulties in determining suggestions appropriate to the context of the writing or adjusting the QuillBot paraphrasing results to the meaning of the original sentences. Participants did not immediately apply all the suggestions provided by the applications but first compared them with the intended meaning and context of the article, so that the final editing results remained under the participants' control as authors.



Figure 5. Hands-on Practice Session Using Grammarly and QuillBot

After the practice session, the activity continued with discussion and question-and-answer sessions. Participants shared their experiences and difficulties encountered while using the two applications, including issues related to selecting suggestions for improvement, readjusting sentences, paraphrasing, and using academic terms. Several examples of participants' articles were also used as discussion materials so that the issues that arose could be addressed based on the actual conditions faced by the participants. This two-way discussion provided participants with an opportunity to relate the training materials to the writing needs of the articles they were working on, in line with the active learning approach that positions participants as active participants in the learning process (Garnham & Gowers, 2023).

The evaluation results showed participants' demonstrated abilities in manuscript refinement, particularly in three areas, particularly in three areas: the use of Grammarly for identifying language-related problems, the use of QuillBot for paraphrasing and restructuring sentences, and the ability to critically review the suggestions generated by both applications. These changes were identified through observation during hands-on practice, participants' responses during discussion and question-and-answer sessions, and the questionnaire administered at the end of the activity.

First, the participants demonstrated the ability to use Grammarly directly on sections of their own scientific articles. The participants were able to identify suggestions related to grammar, spelling, punctuation, sentence structure, and sentence clarity. More importantly, the practice showed that participants did not simply accept all suggestions generated by Grammarly. They compared the suggestions with the intended meaning and context of their articles before applying the revisions. This indicates a shift from merely knowing the function of Grammarly to being able to use the application as a practical tool in the manuscript-editing process.

Second, the participants demonstrated the ability to use QuillBot to produce alternative sentence structures and paraphrase parts of their scientific articles. During the practice, participants examined the paraphrased results and adjusted them according to the meaning of the original sentences and the academic context. The observed change was therefore not limited to the ability to operate the application, but also involved participants' ability to review the suitability of the paraphrasing results before incorporating them into their manuscripts.

Third, the activity demonstrated participants' ability to critically evaluate automated suggestion. Participants encountered difficulties in selecting Grammarly suggestions and adjusting QuillBot outputs, but these difficulties were addressed through mentoring and discussion. The participants subsequently compared the application outputs with the intended meaning of their writing before deciding whether to use or modify the suggested revisions. This finding is important because it demonstrates that the applications were used as supporting tools, while participants retained responsibility for the final academic writing decisions.

At the end of the activity, the community service team conducted an evaluation through observation during the practice, discussion, question-and-answer sessions, and questionnaire completion. The observation focused on participants' demonstrated ability to identify language-related problems, use Grammarly and QuillBot on their own manuscripts, apply appropriate suggestions, paraphrase sentences, and review the application outputs according to meaning and context. The discussion and question-and-answer sessions were used to identify participants' understanding of the functions and appropriate use of the two

applications and the difficulties they experienced during practice. The questionnaire was used to obtain participants' responses regarding the usefulness of the materials, clarity of the explanations and demonstrations, ease of following the practice, and the usefulness of Grammarly and QuillBot in supporting manuscript refinement. Thus, the questionnaire served as an instrument for describing participants' perceptions and responses to the training rather than as a direct measure of writing proficiency.

The evaluation results provide descriptive evidence of participants' practical abilities during the training. During the practice, participants required guidance in determining which application suggestions were appropriate and in adjusting paraphrasing results to the intended meaning of their articles. During the practice, participants were able to apply the applications to their own manuscripts, examine the generated suggestions, and make decisions regarding the revisions based on the context of their writing. During the discussion sessions, participants identified and discussed difficulties related to grammar, sentence structure, paraphrasing, and academic terminology. These findings show that the main change observed was the development of participants' practical ability to apply and critically evaluate Grammarly and QuillBot in the manuscript-refinement process.

The observation results showed that participants actively used Grammarly and QuillBot during the practice sessions, while the discussions and question-and-answer sessions demonstrated participants' understanding of the functions and appropriate use of the two applications. This type of evaluation is important to obtain an overview of participants' responses, the learning process, and the benefits of the training conducted (Snaeni & Sudrajat, 2022).

The outcomes of the activity were reflected in participants' demonstrated abilities during the hands-on practice. Participants understood the basic functions of Grammarly and QuillBot, used Grammarly to identify and revise language-related problems in their manuscripts, and used QuillBot to paraphrase and restructure sentences while maintaining the intended meaning and academic context. Participants also reviewed the suggestions generated by both applications before applying them to their manuscripts. Thus, the main evidence of the activity was based on participants' demonstrated practical abilities during the training rather than merely on their attendance or active participation. These observations indicate that participants were able to apply the two applications to their own manuscripts and critically evaluate the generated results before making final revisions.

However, the findings should be interpreted as descriptive evidence of change because the activity did not employ a structured pre-test and post-test, numerical scoring of writing ability before and after the training, systematic counting of language errors, or a documented count of manuscripts successfully revised. Consequently, the available data do not support a calculation of the percentage increase in participants' writing ability or a statistical comparison before and after the activity. Nevertheless, the observed changes in participants' practical use of Grammarly and QuillBot, together with the results of discussions and questionnaire responses, provide evidence that the training contributed to participants' ability to refine their scientific manuscripts using the two applications. These findings reinforce the results of previous community service activities, which showed that students require continuous assistance in understanding the structure of article writing and the stages of publication (Fiqhi et al., 2023; Adrizal et al., 2024; (Saguni et al., 2024), while also confirming that Grammarly is effective in helping identify language-related issues (Tambunan et al., 2022) and QuillBot is useful in the paraphrasing process in academic writing (Hardiantini et al., 2025).

As a result, the training on editing and paraphrasing scientific articles using Grammarly and QuillBot for students of Al-Mujaddid Sabak Islamic Institute can be considered to have been successfully conducted. The success of the activity was demonstrated not only by participants' active involvement, but more importantly by their ability to apply Grammarly and QuillBot to their own manuscripts, identify language-related problems, paraphrase and restructure sentences, and critically review the suggestions generated by the applications according to the meaning and academic context of their writing. This activity is expected to provide participants with the skills to independently refine their manuscripts before submitting their articles to the target journals, while also strengthening the scientific publication readiness of the academic community at Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur, Jambi Province.

V. CONCLUSION

The community service activity in the form of training on scientific article editing and paraphrasing using Grammarly and QuillBot for students of Al-Mujaddid Sabak Islamic Institute, Tanjung Jabung Timur,

was successfully implemented and achieved the predetermined objectives. Through an *active learning* approach involving lectures, demonstrations, hands-on practice, discussions, and evaluation, the participants demonstrated a good understanding of Grammarly's functions for checking grammar, spelling, punctuation, and sentence structure, as well as the ability to utilize QuillBot for paraphrasing without changing the meaning and academic context of the manuscripts. The results of observations, discussions, and questionnaires indicated increased participant engagement and understanding throughout the activity. The participants also understood that Grammarly and QuillBot function as supporting tools in the editing process, while the accuracy of the content and final decisions regarding the manuscripts remain the responsibility of the authors. This activity is expected to provide students with the skills to independently refine their manuscripts before submitting them to target journals, while also strengthening the scientific publication readiness of the academic community at Al-Mujaddid Islamic Institute. For future community service activities, it is recommended to provide further assistance in the article submission process to accredited journals and to monitor the participants' publication outcomes after the activity.

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