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Evaluation of Mathematics History Learning: Improving Students' Journal Writing and Presentation Skills for Publication

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Abstract- The History of Mathematics Learning course is often taught theoretically and descriptively, thus not fully encouraging students to develop applicable academic skills, particularly in scientific writing and publication. In fact, scientific journal publication is an important indicator in strengthening students' academic literacy. This study aims to evaluate the effectiveness of a project-based learning program for scientific journal writing and presentation in improving students' academic competencies. The method used is a qualitative approach with a program evaluation design based on the CIPP (Context, Input, Process, and Product) model. The study subjects comprised 57 students in the Mathematics Education Study Program who were taking the History of Mathematics Learning course. The instruments used consisted of interview guidelines, observation sheets, and documentation of student articles. Data analysis was conducted qualitatively through thematic analysis and document analysis techniques. The results show that this program is relevant to students' academic needs, supported by good resource readiness, and implemented systematically through a cycle of presentations and revisions that build a scientific culture. The scientific articles produced by students showed a significant quality improvement, with the majority successfully submitted to SINTA-indexed national journals. These findings suggest that integrating scientific journal writing into mathematics history courses not only enhances students' critical thinking and academic literacy but also helps prepare future educators for scholarly publication, highlighting broader implications for mathematics education.

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1. Introduction

The history of mathematics learning is a crucial area of mathematics education, providing insight into how mathematical concepts are taught and understood over time (Chorlay et al., 2022; Cotic et al., 2024; Furinghetti, 2019). However, despite its importance, teaching the history of mathematics learning is often treated as supplementary material and does not always receive primary attention in the curriculum. Often, learning the history of mathematics is not integrated with practical skills such as scientific journal writing, which can improve the quality of student research (Koyuncu, 2023; Suhaimi et al., 2017; Williams & Leatham, 2017). This creates a gap in students' ability to publish in high-impact academic journals, especially those indexed in national or international databases (Fajeriadi et al., 2025; Navel Oktaviandy Mangelep et al., 2025; Tajuddin et al., 2026). The importance of scientific journal writing skills for students is undeniable (Al Hadi et al., 2025; Nofrianda et al., 2025; Samsilayurni et al., 2025). Scientific journal publication is a primary requirement for graduation at many universities, requiring undergraduate students to have published at least one article in a national journal indexed by SINTA 6 (Uludag, 2024). The reality on the ground shows that even though students possess adequate knowledge of the history of mathematics learning, they often struggle to write scientific articles that meet the criteria of internationally indexed journals (Mustafin, 2025; Putri Ulfa Kamalia et al., 2025; Wulandari et al., 2025; Yelliza, 2024). This is due to a lack of understanding of research methodology, good academic writing, and the ability to convey ideas clearly and in a structured manner in journal presentations (Joshua Okemwa et al., 2025; Malacipay, 2025; Yusuf et al., 2025). To address this issue, a possible solution is to integrate the history of mathematics learning process with more structured instruction in research and scientific writing skills (Fanguy et al., 2025; Tahirov & Aghazade, 2024). A learning program that provides guidance on journal writing, feedback from peers and lecturers, and regular revision can help students improve their skills in writing and presenting scientific journal articles (Saragih et al., 2023; Wu & Schunn, 2021; Zhang & Hyland, 2023). By providing students with the opportunity to complete journals and present them before publication, it is hoped that students will produce articles that not only meet academic requirements but are also ready for publication in indexed national journals (Malacipay, 2025; Wulandari et al., 2025; Yusuf et al., 2025).

Previous research has shown that a learning process that combines scientific journal writing with collaborative feedback can improve students' academic writing skills (Cahusac de Caux & Pretorius, 2024; Li et al., 2024; Zou et al., 2023). The study found that students involved in the journal revision process through peer and lecturer feedback are better able to produce high-quality scientific articles (Li et al., 2024). Furthermore, research by Cahusac de Caux & Pretorius (2024) demonstrates the importance of integrating journal-writing skills into the curriculum to support students' development of stronger research skills.

Based on this background, this study aims to evaluate a history of mathematics learning program with a primary focus on improving students' skills in writing and publishing scientific journals. This study aims to assess the program's effectiveness in improving students' ability to write for scientific journals, analyse the impact of the presentation process and journal revision on writing quality, and evaluate the program's effect on students' readiness to write journals worthy of publication in SINTA-indexed national journals. Through these objectives, this study is expected to provide a significant contribution to the development of more effective learning program designs, particularly in encouraging the improvement of research skills and scientific publications among mathematics education students.

2. Methods

This study employed a qualitative approach with a program evaluation method. The qualitative approach was chosen because the study focused on a deep understanding of the processes and experiences of students participating in the history of mathematics learning program. The program evaluation was conducted by analysing the program's efforts to improve students' skills in writing

scientific articles and their ability to publish these articles in at least one indexed national journal, as a requirement for graduation from the undergraduate education program at XYZ University in West Sumatra. XYZ University specialises in education and is currently striving to become a world-class institution. This study did not aim to test a hypothesis, but rather to gather information about student experiences and the program's outcomes.

The evaluation model used in this study is CIPP (Context, Input, Process, and Product). This model offers a comprehensive framework for evaluating the program as a whole (Toosi et al., 2021). The Context component is used to assess the relevance of the learning program to student needs and academic goals. The Input component assesses the quality of available resources, including teaching materials, journal-writing guides, and lecturers' involvement in providing direction and guidance to students. The Process component evaluates how the program is implemented, including interactions between students, lecturers, and peers during presentations and journal revisions. Finally, the Product component assesses the program's final output, namely the quality of the journal produced by students and its potential for publication, at least in a SINTA-indexed national journal.

The subjects of this study were students taking the History of Mathematics Learning course at XYZ University. This study involved 57 students who were required to write a scientific journal and submit it as a project assignment for the History of Mathematics Learning course. The intended journal must meet the minimum publication standards set by a SINTA-indexed national journal. Students will go through several stages: writing a journal draft, giving a first presentation to obtain feedback, revising the journal based on the feedback received, and giving a second presentation to finalise the journal for submission. This program is designed to help students develop their research and scientific writing skills and to ensure that the journal they produce is acceptable to a SINTA-indexed journal. Table 1 details the program evaluation procedures using the CIPP model.

Table 1. CIPP Model Evaluation Procedures

Aspect	Data Instruments	Data Collection Procedures	Program Research Indicators	Data analysis
Context	Interview guidelines	Interviews with lecturers regarding the relevance and context of the History of Mathematics Learning course to students' academic needs. Whether this course aligns with the university's goal of producing journal publications for graduation.	a. Program relevance: Does the program align with the student's academic needs and goals? b. Program necessity: Does the program provide added value to the student?	Thematic analysis of interviews to understand lecturers' and students' perceptions.
		Observations were conducted during the provision of teaching materials and journal-writing instructions to assess the quality of the program's resources, including journal-writing guidelines, lecturers' guidance, and the time allocated for journal writing and revision.	a. Quality of teaching materials: To what extent do the teaching materials support journal writing? b. Quality of journal writing guidelines: Are the guidelines clear and adequate?	Observation analysis to evaluate the teaching process and use of teaching materials.
Process	Observation and Interview Sheets	a. Observations were conducted during journal presentations and revision sessions to assess the quality of interactions and feedback. b. Interviews with students were conducted after the presentations and revisions to explore their experiences	Evaluation of how students go through the learning process, including journal drafting, presentation and revision processes, and interactions with peers and lecturers.	a. Qualitative analysis of observations to assess the quality of student interactions during presentations and revisions. b. Thematic analysis of interviews to assess students' experiences

Aspect	Data Instruments	Data Collection Procedures	Program Research Indicators	Data analysis
		during the process.		receiving feedback and making revisions.
Product	Documentation	Documentation on journals that have been submitted to and accepted by SINTA-indexed national journals will be analysed.	a. Journal quality: Does the journal meet academic standards for publication? b. Publication achievement: Does a national journal indexed by SINTA accept the journal?	Analysis of documents in accepted journals to assess compliance with SINTA-indexed journal publication standards.

3. Results and Discussion

(a) Context Evaluation

A context evaluation was conducted to assess the relevance and urgency of implementing a scientific journal writing-based learning program in the History of Mathematics Learning course. Generally, learning about the history of mathematics is often descriptive and theoretical. However, in the current higher education context, there is a demand to develop students' scientific literacy and academic publication skills as part of graduate competencies. Therefore, integrating a scientific journal writing project into the learning process is crucial for improving critical thinking and scientific writing skills, as well as deepening understanding of historical and philosophical material in mathematics.

The need for this program is also driven by the increasing encouragement from higher education institutions for scientific publications, both by lecturers and students, as part of academic quality assurance and the fulfilment of higher education Key Performance Indicators (KPIs). Students, as prospective educators or researchers in mathematics education, need to be equipped not only with an understanding of the historical context but also with concrete experience in writing and compiling scientific articles in accordance with the standards of accredited journals. Furthermore, the tendency for student interest in history of mathematics courses to stagnate underscores the need for a more applied and productive approach to learning, so that learning not only produces theoretical understanding but also tangible output in the form of scientific articles that can be published.

Therefore, this program is designed to improve the quality of mathematics history learning and strengthen students' academic competencies. It is hoped that this approach will not only address the contextual needs of institutions and students but also contribute to an enhanced academic culture and scientific publication within mathematics education study programs.

(b) Input Evaluation

The input evaluation focused on analysing resource readiness, implementation strategies, and supporting components used to implement the project-based learning program for writing scientific journals in the History of Mathematics Learning course. In substance, the Semester Learning Plan (RPS) was designed to accommodate learning outcomes that include an understanding of the development of mathematics and the skills to compile scientific papers systematically. The approach employed emphasised a project-based learning model integrated with concrete outputs, such as scientific articles ready for submission to national or international journals.

The readiness of lecturers to serve as facilitators and mentors was a key factor in supporting the program's success. Lecturers in charge of the course had a track record of scientific publications and experience guiding student journal writing, enabling them to provide appropriate guidance throughout the drafting, presentation, revision, and refinement of articles. Furthermore, students were given access to various learning resources, including scientific references, article-writing templates, and technical guidelines for submitting manuscripts to scientific journals. These efforts demonstrated through

planning and adequate structural support for program implementation.

Furthermore, the mechanism for selecting journals for publication was also a crucial aspect of the input evaluation. Students are guided to align article topics with the focus and scope of their target journals, while also considering technical aspects such as style, publication ethics, and administrative requirements. This process not only encourages students to develop a deep understanding of the course content but also trains them to adapt to professional standards in academia. Therefore, from an input perspective, this program provides a strong, structured foundation for preparing students for active involvement in scientific activities and publications.

(c) Process Evaluation

The process evaluation aims to assess the implementation of the scientific journal writing-based learning program in the field, specifically in the History of Mathematics Learning course. The entire series of activities is carried out through systematic stages, beginning with students drafting articles based on topics specified in the syllabus. During this process, students are given the freedom to choose relevant sub-themes in the history of mathematics, then conduct literature reviews, conduct historical analyses, and develop arguments in a scientific writing format in accordance with academic principles.

After drafting, students are required to present their work to the lecturer and classmates. This presentation session functions as an open scientific forum, providing space for discussion, critical questioning, and feedback. The lecturer, as the course instructor, evaluates the structure, substance, and writing style, while other students actively provide constructive peer reviews. This interaction not only improves the quality of the articles but also fosters a participatory and reflective academic culture.

The next step is the revision process, where students refine the articles based on the feedback received. This activity demonstrates that the learning process does not stop at delivering material but develops into a cycle of reflection and continuous improvement. This activity also reflects an authentic learning approach that emphasises real-world practice and hands-on experience in writing for scientific publication. Furthermore, lecturers monitored the progress of revisions and guided the final stage of submitting articles to selected journals. Overall, the program's implementation proceeded according to plan, with active student participation and holistic strengthening of academic competencies.

(d) Product Evaluation

The evaluation focused on the outcomes of implementing a learning program based on writing and publishing scientific journals in the History of Mathematics Learning course. The main outcomes evaluated included the quality of students' scientific articles, the achievement of academic writing competencies, and the successful publication of articles in relevant scientific journals. Based on activity documentation, all students successfully wrote scientific articles independently, in accordance with the history of mathematics they were studying, covering topics such as the development of classical algebra, world mathematicians, and the contributions of Islamic mathematics in the Middle Ages.

The quality of the articles improved significantly from the initial draft to the final manuscript. This was evident in the more systematic writing structure, stronger use of references, and in-depth analysis of the history-of-mathematics material. Revisions made after presentations and discussions were shown to improve the substance and academic style of the writing. Formative and summative assessments administered by lecturers using a scientific paper assessment rubric indicated that the majority of students received good to excellent ratings for originality of ideas, argumentation, inter-sectional integration, and adherence to journal writing guidelines.

Furthermore, several student articles were successfully submitted to national-level scientific journals and accredited campus journals. This success demonstrates that the program is not only effective in enhancing students' understanding of the history of mathematics but also in fostering their confidence to engage in scientific activities and publish. Furthermore, student reflections on their experience in the program indicate that they feel better prepared to face future academic demands, including thesis writing and scientific publication. Overall, the program can produce tangible output in the form of high-quality scientific work and has a positive impact on students' long-term academic competence.

The findings of this study indicate that integrating mathematics history learning with project-based scientific journal writing has a significant positive impact on students' academic skills, particularly in scientific writing and publication. These results align with several previous studies supporting a similar approach in higher education contexts.

Research by Mason and Bolden (2028) emphasised the importance of engaging students in authentic activities, such as writing and revising academic papers, to deepen conceptual understanding in mathematics education. They asserted that learning that involves producing scientific papers can strengthen students' knowledge structures and enhance reflective thinking skills. This supports the findings of this study, in which students experienced improvements in the quality of their idea articulation and writing structure after completing the presentation and revision stages.

Furthermore, Zou et al. (2023) found that providing structured collaborative feedback through peer-review sessions and supervisors can effectively improve the quality of students' academic writing. This study demonstrated that the practice of presentations and open discussions not only enriched understanding of the content but also improved the accuracy and coherence of students' writing. This is consistent with the process implemented in this program, where each student received feedback from lecturers and peers before making revisions. In the context of learning the history of mathematics, Jankvist (2009) stated that the history of mathematics should not only be taught as a narrative of the past but also be used to encourage creative and reflective scholarly activity. This study supports this view by showing that when students are assigned journal assignments highlighting the history of mathematics, they not only gain a deeper understanding of the content but also develop research and writing skills essential for their academic careers.

Furthermore, a previous study, also cited in the introduction to this article, shows that integrating journal-writing training into the higher education curriculum can help students develop stronger academic literacy and scientific readiness. The results of this study confirm Harris's findings, particularly as the majority of students not only successfully wrote journals but also submitted their manuscripts to indexed national journals, indicating improvements in both academic skills and publication achievement.

Therefore, the findings of this study do not stand alone but rather reinforce prior literature emphasising the importance of collaborative, project-based, and contextual approaches to developing students' academic competencies. Evaluation using the CIPP model in this study provides a comprehensive overview of the program's success in terms of relevance, resource availability, implementation quality, and measurable outcomes. This model has proven effective in revealing the strengths and potential for replicating similar programs in other courses that emphasise academic literacy and scientific publication as primary learning outcomes.

4. Conclusion

This study concludes that a learning program based on writing and presenting scientific journal articles in the History of Mathematics Learning course significantly improves students' academic abilities, particularly in scientific literacy, writing skills, and readiness for publication. An evaluation using the CIPP model found that the program was relevant to students' academic needs and institutional goals, supported by adequate resources, implemented through a structured and participatory process, and produced high-quality scientific articles worthy of publication in SINTA-indexed national journals. Furthermore, the journal presentation and revision process was shown to strengthen students' cognitive and reflective skills, enabling them to understand the history of mathematics learning more critically and scientifically.

However, this study has several limitations. First, the subject matter was limited to a single course in a single study program, thus limiting the generalizability of the results. Second, the evaluation used a qualitative approach, so it was not able to measure student improvement quantitatively using valid, standardised instruments. Third, the program's sustainability and long-term impact on students' academic culture have not been fully studied longitudinally. Based on these findings and limitations, it is recommended that future research replicate this model in other publication-oriented courses, using a

mixed methods approach to measure impact more comprehensively. Furthermore, it is necessary to develop a digital mentoring system and utilise learning management system (LMS)-based technology to support the writing, feedback, and revision processes more effectively and efficiently. Further research should also explore the program's impact on students' academic motivation, self-confidence, and readiness to engage in the global academic world actively.

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