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EFFECTIVENESS OF SOCIAL INNOVATION MANAGEMENT IN DIGITAL PRODUCTS SCI WRITING METHOD IN THE SMART SALAAM COMMUNITY OF MEDAN INSTITUTE

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Abstract

Objective: This study aims to analyze social innovation management in the development of a digital product focused on the SCI writing method, as well as its impact on participants' skills. Method: A descriptive qualitative method was employed, utilizing interviews, observations, and documentation within a learning community. Results: The findings indicate that innovations based on online classes and e-books enhance writing quality and learning access while fostering a collaborative and sustainable learning ecosystem. Furthermore, a systematic innovation management process strengthens the effectiveness of the program's implementation within the community. Originality (Novelty): The research demonstrates that integrating social innovation with digital technology serves as an effective strategy for improving scientific writing skills and expanding inclusive learning access in the digital era. Additional Implications: The study underscores the importance of continuous development achieved through material evaluation and refinement, as well as adaptive mentoring to address participant needs in a more optimal and contextual manner within current and future academic practices, thereby ensuring the research's relevance.

Keywords: Social Innovation Management, Digital Product, Scientific Writing, SCI Method.

INTRODUCTION

The development of digital technology in education has transformed the way individuals access and develop knowledge, particularly in scientific writing. However, many students still experience difficulties in systematically compiling scientific papers (Nur Febriani et al., 2026). These problems include problem formulation, methodology development, and developing discussions that comply with academic principles. Lack of mentoring and limited access to structured learning are major obstacles (Khaudli et al., 2025). On the other hand, digital platforms open up opportunities for more flexible and inclusive learning (Darmayasa et al., 2025; Rahmah et al., 2024). This phenomenon is expected to continue to grow as the demand for scientific publications increases. Therefore, digital-based learning innovations are a relevant solution. The use of technology enables a more systematic and accessible learning process (Siti Yusrona Daulay, 2026). Thus, technology integration in academic learning is a crucial need in the digital era.

The SCI writing method is one of the answers to social innovation in the academic field. The digital product of the SCI writing method was designed to assist academics in completing their own writing (Purba, 2025). This method was created due to the observation that many academics have minimal skills in scientific writing despite having a strong interest in writing (Maharani & Fatra Deni, 2026). With the digital product of the SCI writing method, at least 3,728 academics (with the number continuing to grow) have been assisted in guiding their writing. This proves that the digital product of the SCI writing method is very useful for academics who want to learn scientific writing from basic to advanced. Thus, the SCI writing method designed by the Salam Cerdas Institute learning community has proven to be able to meet the increasing demands for scientific publications.

Previous research has discussed the use of digital technology to improve the quality of learning through online platforms (Simbolon & Nasution, 2025). Generally, these studies emphasize the effectiveness of digital media in improving understanding and access to learning. However, most still focus on the use of technology as a tool, without examining the innovation management process in depth (Arina Asmal Hidayah et al., 2026). Furthermore, the integration of social innovation and digital product development in scientific writing learning has not been comprehensively discussed. The approaches used are also still general and not specific to certain scientific writing

methods (Fauzi et al., 2025). This indicates limitations in describing the innovation process systematically. Therefore, research is needed that examines this integration more comprehensively. Thus, this study aims to address the shortcomings of previous research.

This study suggests that structured social innovation management in digital product development can improve participants' scientific writing skills. The variables studied include social innovation, learning management, and digital technology utilization. Social innovation encompasses problem identification, solution formulation, and digital product implementation. The products developed include online video classes, e-books, and writing assistance. The integration of innovation management and digital technology is thought to create more effective and sustainable learning (Siswa Wardoyo, 2024). Furthermore, mentoring during the learning process also supports improved writing quality. The relationship between these variables suggests that innovation is not only technical but also social. Therefore, this study examines this relationship in more depth.

This study aims to analyze social innovation management in the development of digital products for the SCI writing method and its impact on scientific writing skills. The focus of the study covers the stages of planning, development, and implementation of innovation in digital-based learning. Furthermore, this study aims to examine the contribution of digital products to the quality of academic learning. This study is expected to provide a comprehensive overview of the integration of social innovation and digital technology. Thus, this study emphasizes not only the results but also the innovation process. This study also aims to address the gaps in previous studies related to innovation management. The results are expected to serve as a reference in developing effective digital learning. Therefore, this study is relevant in addressing the challenges of learning in the digital era.

LITERATURE REVIEW

Social Innovation Management

Social innovation is a concept that positions innovation not merely as the creation of new technologies or products, but as a process of generating solutions to social problems through the involvement of various parties. In the context of education, social innovation can be directed at addressing access gaps, improving the quality of learning, building individual capacity, and creating collaborative relationships within learning communities. A conceptual study by Benzies et al. (2024) shows that social innovation in higher education relates to the deliberate implementation of initiatives to respond to social issues through collaborative action, resulting in increased capabilities, relationships, and more effective, equitable, and sustainable solutions. Thus, social innovation has dimensions of process, collaboration, problem-solving, and sustainability.

In education, social innovation is also inseparable from learning innovation. A systematic review of the relationship between education and social innovation shows that social innovation can emerge through education, both in the form of processes and products. This process is generally supported by co-creation, collaboration, and interconnectedness among stakeholders in various educational settings, including non-formal education. Therefore, learning communities can be a strategic space for the emergence of social innovation because they enable participants, mentors, and administrators to collaboratively identify problems and design solutions tailored to their needs.

In this study, social innovation management is understood as the process of managing innovation, starting with identifying academic problems, formulating solutions, developing digital products, implementing them, evaluating them, and continuously improving them. This concept aligns with previous research findings that position social innovation as a collaborative process oriented toward social change, not simply the application of new technology. Therefore, the success of innovation in learning communities is determined not only by the quality of the digital product but also by how the innovation is managed and accepted by the community.

Learning Innovation and Digital Products

The development of digital technology has driven changes in the delivery of learning. Technology allows learning materials to be developed in various digital formats, allowing for more flexible access, not limited by space and time. Management of learning innovations based on e-learning and blended learning demonstrates that the integration of digital technology into learning is related to pedagogical development, implementation strategies, student motivation, and efforts to create more flexible and sustainable learning.

Digital products in learning can include electronic modules, e-books, instructional videos, online classes, learning platforms, and various other digital learning resources. These products serve not only as a medium for conveying information but also as a means to build a more independent and flexible learning experience. In the

context of learning scientific writing, digital products can be used to systematically present material, provide writing examples, provide guidance for each section of the article, and allow students to revisit the material as needed.

Research on the need for digital resources for academic writing instruction shows that teaching materials are a crucial component in students' learning to write scientific articles. The availability of digital learning resources is becoming increasingly relevant as students require materials that can help them understand the writing process step by step. Therefore, the development of e-books, online classes, and digital materials in the SCI writing method can be seen as a form of learning innovation that seeks to address students' real needs in producing scientific papers.

Thus, the effectiveness of a digital product is determined not only by its technical aspects or appearance, but also by its content's suitability to participants' needs, ease of access, support system, and the sustainability of the evaluation and development process. Digital products with support enable participants not only to obtain information but also to receive feedback on their writing process.

Digital Learning in Developing Scientific Writing Skills

Scientific writing skills are a crucial competency in higher education because they enable students and academics to systematically convey ideas, research findings, arguments, and scientific contributions. However, the scientific writing process often presents various challenges, such as determining the topic, formulating the problem, structuring the paper, searching for references, developing arguments, and aligning the writing with academic principles.

The development of digital technology provides opportunities to address some of these issues. Salsabila and Abidin (2024) demonstrated that digital literacy supports students' ability to write scientific papers by enabling them to obtain references through digital journals, find information more easily, and develop analytical and critical thinking skills. These findings demonstrate that the ability to use digital sources is a crucial part of the scientific writing process in the digital age.

In addition to access to information resources, digital learning also allows for more flexibility in the scientific writing learning process. Research on the heutagogical approach to online learning shows that online learning can be used to support the development of scientific writing skills through a participatory and collaborative process. This reinforces the view that scientific writing learning does not have to take place through face-to-face learning but can be developed through a digital environment that provides opportunities for participants to learn independently and receive guidance.

Technological advancements have also provided a variety of digital tools that can be used in the writing process. However, technology should remain a tool to support academic skills, not a substitute for thinking and writing skills. Studies on the digitalization of writing activities show that students use various technologies to support the iterative writing process, from idea development to editing. Therefore, digital-based scientific writing instruction needs to be directed at the ability to use technology critically, ethically, and responsibly.

In the context of this research, the online class and e-book on SCI writing methods are positioned as digital products that help participants systematically understand the scientific writing process. Mentoring is a crucial component because participants need not only materials but also feedback to identify and correct errors in their writing.

The Relationship between Social Innovation Management, Digital Products, and Scientific Writing

Based on previous studies, there is a conceptual relationship between social innovation management, digital products, and improving scientific writing skills. Social innovation management serves as a management framework that ensures that the products developed are truly rooted in community problems and needs. Digital products then become concrete forms of designed solutions, while learning and mentoring serve as mechanisms that enable these products to generate changes in participants' abilities.

This relationship can be explained through several stages. First, problem identification is conducted to determine participants' difficulties in writing scientific papers. Second, these problems are translated into learning needs. Third, the learning needs are realized in the form of digital products such as online classes and e-books. Fourth, the products are implemented through learning and mentoring. Fifth, participant responses and learning outcomes are used as the basis for product evaluation and refinement. This cycle demonstrates that social innovation is a dynamic and ongoing process.

Studies on the relationship between education and social innovation emphasize that innovation in education can generate solutions and technologies that are then reused to improve the educational process. Thus, there is a reciprocal relationship between social innovation and educational innovation. In this study, this relationship is

demonstrated through the development of a digital product using the SCI writing method as a response to the issue of scientific writing skills within the learning community.

Digital products also have the potential to expand access to learning. Participants who previously had limited time, location, or access to mentors can now participate in online learning. Thus, digital innovation is not only oriented towards improving individual competencies but can also generate social transformation by establishing more inclusive, collaborative, and sustainable learning communities.

METHOD (TNR, 12 BOLD)

This research focuses on the analysis of social innovation management in the development of digital products using the SCI writing method in the Salam Cerdas Institut learning community in Medan. The focus of the research is directed at understanding how the social innovation process is designed, developed, and implemented to improve the scientific writing skills of the participants. This research was conducted in the Salam Cerdas Institut learning community located in Medan City, as one of the communities developing digital-based learning in the field of scientific writing. The method used in this research is a qualitative research method with a descriptive approach (Hamali et.al, 2023). This approach is used to describe in depth the social innovation management process that occurs in the development of digital products using the SCI writing method and its impact on the academic learning process of the participants.

In this study, a qualitative method with a descriptive approach was used to deeply understand the process of social innovation management in digital product development using the SCI writing method. This approach was chosen because the study aims to describe phenomena that occur naturally in the learning context of learning communities. Data collection techniques were carried out through interviews, observation, and documentation to obtain comprehensive information regarding the planning, development, and implementation of digital learning innovations (Jakoep Ezra Harianto, 2024). The data obtained were then analyzed through data reduction, data presentation, and conclusion drawing to systematically describe how social innovation management is applied in scientific writing learning.

In addition, there are several techniques in data collection in this study. The first technique, Interview. To obtain in-depth information regarding the social innovation management process in developing digital products using the SCI writing method. Interviews were conducted directly with informants involved in learning activities in the Salam Cerdas Institute learning community in Medan. The interview process used a pre-developed question guideline to ensure that the data obtained aligns with the research focus. Through this technique, researchers can explore experiences, views, and understanding of information related to the planning, development, and implementation of digital learning innovations in the SCI writing method. The interview data were then recorded and analyzed as part of the main data source in this study.

Second, observations were conducted to directly observe the learning process and the implementation of social innovation in the development of digital products using the SCI writing method in the Salam Cerdas Institute learning community in Medan. Through observation, researchers were able to understand the learning situation, interactions between participants and instructors, and the use of digital platforms in learning activities (Mifta Huljanah & Erwin Krisman Zai, 2025). Third, documentation was used to supplement research data through various documents related to learning activities, such as training materials, e-books on the SCI writing method, and archives of activities relevant to the research. Data from these observations and documentation were then used as support to strengthen the research findings.

After data collection techniques, the final stage carried out by researchers to obtain good research results is to conduct data analysis techniques. In this study, there are 3 stages carried out in the data analysis technique (Nurul Huda, 2025). These stages are: First, data reduction is carried out by selecting, focusing, and simplifying data obtained from interviews, observations, and documentation to align with the research focus. Second, data presentation is carried out by compiling the reduced information into a descriptive form to make it easier for researchers to understand the patterns and relationships found in the study. Third, data validation is carried out to ensure the validity of the data by rechecking information obtained from various sources (Vera Nurfajriani et al., 2024). Through these analysis stages, research data can be processed systematically to produce findings that can be scientifically accounted for.

RESULTS AND DISCUSSION

Structured Innovation Management Process at Salam Cerdas Institute Medan

In digital products, the SCI writing method demonstrates a management stage that begins with identifying the academic challenges faced by participants, followed by designing solutions in the form of learning innovations. These innovations are developed into digital products that can be used online and then implemented in the community through trials and mentoring. This implementation is expected to create a tangible social impact, and continuous evaluation and improvement are conducted to ensure the program runs optimally and is beneficial.

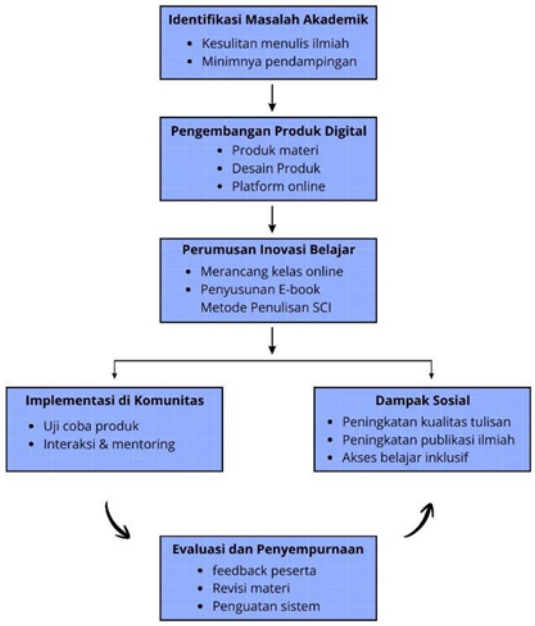


Figure 1. Structured Innovation Management Process Diagram

Diagram 1 shows the flow of social innovation management in digital product development using the SCI writing method, which is implemented in stages and systematically. How does the SCI writing method implement social innovation management? According to Inda Lestari, a mentor at the Salam Cerdas Institute Tutoring Center, each stage is interconnected, from problem identification, innovation formulation, product development, to implementation in the community. This process produces real social impact and is complemented by evaluation and refinement so that the program can continue to grow. With this flow, the designed innovation is not only a concept but also able to provide sustainable benefits for improving the quality of scientific writing (Abrar, 2025).

The identification of academic problems showed that difficulties in writing scientific papers and a lack of mentoring were the main obstacles experienced by participants. This condition caused participants to feel less confident and not understand the systematic structure of scientific writing, from the development of the title, background, methods, and discussion. For example, some participants still struggled to formulate problems and develop arguments according to scientific principles due to a lack of ongoing guidance. Therefore, this finding confirms that identifying academic problems is a crucial initial step as a basis for designing more targeted and effective learning innovations.

How did the Salam Cerdas Institute Community design this learning innovation? According to Hazra Dalimunthe, a mentor at the Salam Cerdas Institute Tutoring Center, the formulation of learning innovation through

the design of online classes and the development of an e-book on SCI writing methods is a strategic step in addressing the identified academic problems. This innovation is designed to provide a more structured, flexible, and easily accessible learning system for participants. Responses indicate that participants found the material more helpful because it was systematically structured and could be studied independently. For example, through the online class, participants received step-by-step lessons on the structure of scientific articles, while the e-book provided a practical guide in composing each section of the writing. Thus, the formulation of this learning innovation is a relevant and effective solution in improving participants' understanding and scientific writing skills.

Digital product development is a crucial step in realizing innovation in the SCI writing method. This stage demonstrates that innovation goes beyond planning and is realized in a tangible form that participants can use. The development process includes systematic material production, attractive and easy-to-understand product design, and the provision of an online platform for learning access. For example, the compiled materials are packaged in an interactive digital display and uploaded to the online platform so that participants can learn flexibly and repeatedly. Thus, digital product development strengthens the program's effectiveness by providing a structured, practical, and accessible learning tool for participants.

Community implementation is a crucial stage in testing the effectiveness of the developed digital products. At this stage, innovations are not only presented theoretically but also directly applied through product trials and interactions and mentoring with participants. Participants' responses indicated that the direct mentoring helped them better understand the material and correct writing errors. For example, through mentoring sessions, participants received specific guidance on improving article structure and strengthening scientific arguments based on their writing. Thus, this implementation stage demonstrates that the designed innovations can be implemented in practice and provide direct benefits to improving participants' writing skills.

How does the implementation of the SCI Writing Method digital product innovation impact the social environment? According to Hazra Dalimunthe, a mentor at the Salam Cerdas Institute Tutoring Center, the social impact of implementing the SCI writing method digital product innovation is seen in the improvement of writing quality, increased scientific publications, and the opening of more inclusive learning access. These results indicate that the designed program not only helps individuals but also makes a real contribution to academic development in the community. Participants experienced changes in their ability to write articles more systematically and according to scientific standards. For example, several participants who had never written scientific articles before began to be able to complete manuscripts and prepare them for the publication process. Thus, this innovation has a significant social impact because it is able to improve academic competence while expanding learning opportunities for various groups.

Evaluation and refinement are the next steps to ensure the effective and sustainable innovation of digital products for the SCI writing method. This stage involves gathering participant feedback, revising materials, and strengthening the learning system to be more adaptive to community needs. Participant responses serve as the primary basis for identifying the program's strengths and weaknesses. For example, feedback regarding difficulties understanding the methodology section prompted the team to clarify the material, add concrete examples, and refine the mentoring system. Thus, this evaluation and refinement process demonstrates that innovation is not static, but rather continues to evolve through continuous improvement to enhance quality and usefulness.

Social Transformation Resulting from Digital Products of SCI Writing Method

The social transformations generated by digital products are crucial in assessing the impact of learning innovation. The presence of digital products not only serves as learning aids but also changes the way individuals access information, interact, and develop their skills. Through flexible and open systems, participants are encouraged to learn independently while collaborating with others. These changes demonstrate that digital products can create a more inclusive, active learning environment, oriented toward improving the quality of human resources.



Figure 2. Social Transformation Resulting from Digital Products

How does the Salam Cerdas Institute Community demonstrate its social transformation through digital products? According to Inda Lestari, a mentor at the Salam Cerdas Institute Tutoring Center, the provision of dedicated study and discussion spaces demonstrates a shift in participants' interaction patterns and learning culture. This shift signals that the learning process is no longer conducted informally and without direction, such as in a cafe, but has shifted to a more conducive and focused environment. With the provision of structured study spaces, participants can engage in more serious, comfortable, and productive discussions. For example, discussions and guidance activities are conducted in spaces specifically prepared for learning, allowing participants to be more disciplined and focused in completing assignments. Thus, the provision of these study spaces is concrete evidence of a social transformation toward a more orderly and professional academic culture.

The creation of a writing community demonstrates a shift in the way participants build motivation and thought patterns during the learning process. The presence of this community means that participants no longer learn individually, but together in a supportive atmosphere that encourages intellectual development. The interactions within the community help participants exchange ideas, provide input, and practice critical thinking skills. For example, during each meeting or discussion, participants share their writing and receive constructive feedback from other members. Thus, the formation of this writing community is evidence of social transformation, fostering collective motivation and a more active and collaborative culture of thinking.

How does the Salam Cerdas Institute Community create targets for Social Innovation in learning? According to Hazra Dalimunthe, a mentor at the Salam Cerdas Institute Tutoring Center, achieving a learning target of 5-7 days to complete an article demonstrates an increase in discipline and effectiveness in the participants' learning process. Clear targets provide direction and encouragement for participants to be more focused and able to manage their time well. This reflects a change from a previously unstructured learning pattern to a more planned and results-oriented one. For example, participants are given a deadline for writing an article, from determining the title to completing the draft within a week, so they are encouraged to work consistently every day. Thus, achieving these targets is clear evidence that learning innovation can shape a more productive and responsible learning culture.

Sustainability and Innovation Development Model at Salam Cerdas Institute Medan

Furthermore, sustainability and innovation development models are important indicators in assessing a program's ability to survive and continue to grow. Good innovation doesn't stop at the initial implementation stage but also demonstrates a continuous process of updating, adjusting, and strengthening the system. Through the development of adaptive models, programs can continuously improve service quality, expand participant reach, and foster broader collaboration.



Figure 3. Sustainability and Innovation Development Model

How does the Salam Cerdas Institute Community establish a sustainable pattern of learning innovation with digital products? According to Inda Lestari, a mentor at the Salam Cerdas Institute Tutoring Center, this is achieved through the use of digital products supported by consistent promotional strategies across various social media platforms, such as Facebook, Instagram, and YouTube. The use of these digital platforms serves as a means to introduce learning programs, disseminate information about classes and training, and reach potential participants from various regions (Ginting et al., 2024; Aslami et al., 2023). Through educational content, participant testimonials, and regular activity information, the community is able to maintain participant interest while attracting new ones. Thus, the use of social media as a promotional medium demonstrates that the sustainability of learning innovation is not only built through the development of learning materials, but also through digital strategies that can expand reach, strengthen community participation, and maintain the continuity of learning programs.

Learning content updates demonstrate the ongoing learning innovations implemented within this program. This innovation is evident in efforts to improve and adapt the material to maintain its relevance to participants' needs and the development of scientific writing standards. With these content updates, the learning process becomes more up-to-date, systematic, and easily understood by participants. For example, previously general material has been updated with the addition of sample articles, more detailed step-by-step guides, and adjustments to the latest journal formats. Thus, these content updates demonstrate that learning innovations are not static but rather continually evolve to improve the quality and effectiveness of learning.

Collaboration in this learning program demonstrates learning innovation that encourages cooperation and multi-stakeholder involvement. Collaboration eliminates the focus of a single instructor on the learning process, but also involves active interaction between mentors, participants, and even other parties supporting program development. This creates a more dynamic and complementary learning environment. For example, participants can discuss collaboratively, provide feedback on each other's writing, and receive direct guidance from mentors during mentoring sessions. Thus, this collaboration demonstrates that learning innovation is developed through a participatory approach that strengthens the quality and sustainability of the program.

How is learning innovation in the Salam Cerdas Institute Community experiencing a sustainable pattern? According to Hazra Dalimunthe, a mentor at the Salam Cerdas Institute Tutoring Center, the expansion of participants to outside Medan shows that learning innovation has a wider reach and is not limited to just one region. This indicates that the program is able to adapt to the needs of a more diverse community and utilizes online-based learning systems optimally. With digital access, participants from various regions can participate in guidance without being constrained by distance and time. For example, through the implementation of online guidance, participants from outside the city can join classes, discuss discussions, and receive direct guidance like participants in the city. Thus, this expansion of participants is proof that innovation is not only sustainable, but also develops and has a wider

impact geographically.

Discussion

Structured Innovation Management Process at Salam Cerdas Institute Medan

Based on the research findings, digital innovation management in the SCI writing method is formed through a systematic learning management process based on digital technology. This finding aligns with the research of Arina Asmal Hidayah et al. (2026), which discusses digital learning strategies for improving the efficiency of learning processes and outcomes. Both demonstrate that the systematic use of digital technology can support a more effective and focused learning process.

These findings demonstrate that innovation does not stem solely from the use of technology, but rather from a managerial process encompassing the planning, development, and implementation stages of structured learning. In this context, the innovation process begins with identifying academic problems, followed by formulating solutions in the form of learning innovations and developing digital products implemented through online classes and digital platform-based materials.

Furthermore, structured management allows participants to gain more flexible access to learning while receiving ongoing guidance in understanding the SCI writing method. This demonstrates a shift from previously undirected learning patterns to a planned, goal-based learning system. These findings align with research by Khaudli et al. (2025), which emphasizes the importance of structured learning in supporting the learning process and outcomes. Therefore, guidance and a directed learning system in the SCI method are crucial in helping participants understand the scientific writing process.

Thus, innovation management not only functions as a support but also becomes the main foundation in creating effective digital learning. Furthermore, social innovation through the development of digital products using the SCI writing method has made a significant contribution to addressing academic challenges, particularly in improving scientific writing skills. This innovation is realized through an online classroom-based learning model equipped with systematic materials and an e-book on the SCI writing method. This finding is also in line with research by Marthiawati et al. (2025) which shows that the use of digital technology in scientific journal writing can be used to improve students' publication competencies. Therefore, it can be concluded that structured innovation management plays a strategic role in building an effective, adaptive, and sustainable learning system.

Conceptually, a structured innovation management process also reflects the integration of pedagogical approaches and digital technology in learning. This integration is crucial because the success of innovation is determined not only by technological sophistication but also by the suitability of learning methods to the needs of participants. In this regard, the Salam Cerdas Institute is able to combine the two, creating a learning process that is not only efficient but also meaningful for participants.

Furthermore, a clear innovation management structure also impacts the quality of participants' time management and learning targets. With well-defined stages, participants can systematically understand the learning process, from planning to completion of a scientific article. This demonstrates that well-managed innovation can foster more disciplined and measurable learning habits. Therefore, the success of the innovation management process at Salam Cerdas Institute lies not only in the digital products produced, but also in the management system that supports the innovation's sustainability. This approach indicates that structured innovation has greater potential for replication and development in other learning contexts.

Social Transformation Resulting from Digital Products of SCI Writing Method

The research results show that social innovation in the development of digital products using the SCI writing method plays a significant role in transforming academic learning practices in society. This innovation not only functions as a technology-based learning medium but also as an instrument for expanding access to knowledge and enhancing participants' academic capacity. The implementation of innovation in learning communities shows an increase in the quality of scientific writing, an increase in the number of publications, and the creation of more inclusive access to learning. This is in line with research by Fauzi et al. (2025) which discusses the application of technology-based learning in developing skills. Both demonstrate that the use of technology in learning can support the development of participants' abilities.

This indicates that digital products can bridge the learning gap previously experienced by participants. In a social context, this innovation opens up opportunities for the community to receive broader support in scientific writing through online classes and digital materials.

Social transformation is also reflected in changes in participants' learning culture, which has become more active, disciplined, and collaborative. The presence of digital-based learning communities encourages intensive interactions, creating a participatory and mutually supportive learning ecosystem. This finding is related to research by Mifta Huljanah and Erwin Krisman Zai (2025).

CONCLUSION (TNR, 12 BOLD)

Based on the research findings, it can be concluded that the management of social innovation in the development of digital products using the SCI writing method at the Salam Cerdas Institute in Medan demonstrates that the success of educational innovation depends not only on the use of technology but also on systematic, structured, and sustainable management. This innovation provides a lesson that the integration of learning management and digital platforms can create a more effective and flexible learning process and encourage the formation of a collaborative and productive academic culture. Furthermore, this research contributes to science by presenting an integrative approach between the concept of social innovation management and digital product development in the context of scientific writing learning, thereby not only improving individual abilities but also building an inclusive learning ecosystem. These findings also confirm that digital innovation has a strategic role in expanding access to education and encouraging social transformation in community learning patterns. However, this research still has limitations, particularly in the scope of the study, which does not examine in depth each technical stage in the SCI writing method. Furthermore, the implementation in each learning program has not been described in detail, so the results of this study are still general in explaining the effectiveness of the innovation carried out. Therefore, further, more specific and in-depth research is needed to provide a more comprehensive picture of the development of digital innovation in improving the quality of scientific writing in a sustainable manner.

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