
Creating Research Teacher Community through a Mendeley Training

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ABSTRACT

[Nowadays, the task of a teacher is not just to teach and evaluate learning outcomes. However, an ideal teacher is those who are able to document and disseminate what occurs in their classroom into a scientific paper or a scientific book. Writing a scientific work is not as easy as writing a short story or novel. There are rules that need to be paid attention by the author, one of them is the rules in citing other works and experts' opinions. Many scientific papers have been rejected by journal editors because of the citations that do not meet the required author guidelines. To tackle this issue, we conducted a one day training on the use of software reference called "Mendeley" for Senior High School teachers in Barito Kuala Regency. After the training, the participants were able to use Mendeley independently. Even, there was a teacher who succeeded in publishing his scientific article in an online scientific journal.]

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INTRODUCTION

[It is undeniable that roles of teachers are essential to their community. A qualified generation is never indispensable from roles of a teacher. Teaching and educating are two core tasks of a teacher. A teacher never passed his days without giving benefits to their students. However, as the era has evolved rapidly, where technology and new advancement increasingly develop, the tasks of a teacher are not merely for teaching and educating. But, they also should be able to do a modest research. a study that may be conducted in their classroom and work environment. This new task is really important for teachers in order to document what is happening and had happened in their classroom. The findings would be really useful to share with their colleagues or those who are interested in conducting the same study.

For a teacher, a classroom is analogously perceived as a mini laboratory in which a scientist spend most of his days. It is a place where the majority of interaction between teachers and students occur. A teaching atmosphere that one teacher experienced in one classroom would be different from that of others. Therefore, it is worthy for a teacher to document any forms of innovation, creativity, and breakthroughs. All the findings and documentation would become resourceful data for other teachers who may have the same problems or those who want to extend the research to another perspective.

It is not doubtful that writing a piece of academic paper would be a daunting task for teachers. Writing an academic writing is not the same with that of popular texts, such as novel, short stories, poems, and other forms of fictive writings. There are rules that should be followed and specific terms that need to be used. A piece of academic writing that is not aligned with the requested rules might be rejected by an editor. One of the crucial things in writing an academic paper is citation. A writer must quote correctly all experts' opinions, ideas, theories, and concepts. A wrongly written citation may lead an academic article to the plagiarism detection. This is because an academic writing is a scientific piece that requires a scientific responsibility from its author.

Many trainings on citation techniques have been conducted in order to tackle the issue of plagiarism. Nonetheless, the majority of trainings were only intended for college students and university professors. Yusdita & Utomo (2019) held a workshop on *Mendeley software* use for an academic citation for college students. The participants were students majoring accounting. They were trained on how to use the software correctly and independently. At the end of workshop, all the participants were asked to use the software in a citation. The result indicated that all participants were able to use it independently. In the same vein, Falah (2019) conducted the same training for college students and the result showed that all students were able to use the software and even they were able to integrate it into online resources.

Despite citation training for university students, several trainings were also given to university lecturers. The ability to write a piece of academic paper is a must to have skill for them. Setiawan, Hamzah, & Arlenny, (2019) conducted a training on citation for lecturers of a university in Sumatera. Although the most of participants were familiar with citation software, they still cite the references manually. Participants, particularly, were not familiar with *Mendeley* software. After training, all participants positively evaluate the result and they show high willingness to share the knowledge with their colleagues and students. Apart from it, citation trainings were also aimed for lecturers who are struggling for a reputable journal publication. It is believed that majority of refusal because of the author fails to quote the sources properly. To cope with the issue, Rahmawati, Meliyana, Yuliana, & Zain (2018) held a training on the use of *Mendeley* for lecturers of a state Islamic University in Aceh Province. Even though dominantly participant know the software, they still have problems in its installation on either on desktop or mobile phones.

Mendeley workshop is not only for students and university professors, but it has been given to school teachers. Sandika, Wijaya, & Pratama, (2019) held a *Mendeley* training for senior high school teachers. They were trained to use this powerful reference software correctly. The result showed that the teachers feel enlightened and they were able to use the software. Similarly, school teachers in a public school in Riau Province were given a *Mendeley* training (Pahmi et al., 2018). The teachers were guided to use and integrate the software directly into their MS Word. The participants enthusiastically took part in that training. The same training, even, was given to elementary school teachers (Isa, Soewito, & Gunawan, 2016). The participants' responses were positive and they wanted to start writing a simple piece of academic paper.

Many *Mendeley* trainings were given to college students and university professors, even though there were still little trainings for school teachers, particularly for senior high school teachers. To fill this void, we held a workshop on the use *Mendeley* software reference for senior high school teachers association in Marabahan district, Batola Regency, South Kalimantan. This is a special workshop, the participants were not only equipped with the citation skill, but they were also guided to write a piece of academic paper published in an online English journal. This program gave a significant outcome where one of the alumni of the workshop successfully published her academic research in an online academic journal. This program was an initiative between English lecturers of Universitas Muhammadiyah Banjarmasin and the association of English teachers in Marabahan District..

METHODS

The training was held on the 25th of August 2019. There were 20 English school teachers grouped in Marabahan English Senior High School Teachers. The training were phased into three sessions. First session is the introduction of *Mendeley* reference software lasted for 45 minutes. Then, it was followed by Q & A session; 15 minutes. The second session is the hands on the practical use of *Mendeley* software. Participants were taught on how to do installation, integrate the software to MS Word, and to sign up for online *Mendeley* database system. After all the steps were completely done. Participants were then asked to cite online resources downloaded from Google Scholar. Those

who are more quick-witted allowed to teach their colleagues who found it difficult to use the software. The result indicated that the majority of participants were satisfied with the workshop. All participants were suggested to contact the facilitators of the training. Therefore, they are still able to get in touch with them and plan a collaborative writing.

RESULT AND DISCUSSION

Presentation about Mendeley Software Reference

This session lasted for 60 minutes comprised a 45 minute presentation and a 15 minute Q & A. participants were introduced to the use of Mendeley in details. The introduction session covered the installation of the software, and running the program on the laptop. Then, participants were taught on how to synchronize the software with MS Word. They were also guided to build an online database. This is intended to easily navigate online relevant resources for their article. After all the steps were introduced and demoed, participants were given opportunities to raise questions.



Image 1. Participants listen to the presentation

Hands on of practical usage of Mendeley

This session allowed participants to use their skill in a practical simulation. Participants were asked to find several online resources in Google Scholar. Then, all the resources were stored in their Mendeley database. Afterwards, all the participants were assigned a simple paragraph containing academic citations using Mendeley software. All the participants were able to quote properly using the software.



Image 2. The installation of the software

At the end of this session, a survey was administered to all participants. The results indicated that they were dominantly satisfied with the workshop and motivated to write an academic paper. They were eager to do collaborative writing the facilitators. Below is the real outcome of the workshop. One of the participants was finally able to publish her first academic article.

IMPROVING LEARNING OUTCOMES IN PERSONAL PRONOUNS
LESSON THROUGH STUDENT TEAMS ACHIEVEMENT LEARNING MODEL
FOR TENTH GRADERS OF SCIENCE CLASS OF
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ABSTRACT

To obtain optimal learning outcomes, the teacher should be able to develop and improve teaching quality and student learning activities. One of the ways to improve learning outcome is that through cooperative learning in the form of Student Team Achievement Division Model. An action research was conducted to capture the learning activities in improving learning outcomes on personal pronouns lesson of tenth graders of science class of a public senior high school in Indonesia. The

Image 3. The published article of a participant

CONCLUSION

From the training activities of using Mendeley reference software that we have carried out, there are a number of things that can be concluded. *First*, high school teachers have the ability to write a good scientific paper. It was proven that one of the participants successfully published her scientific article in an English-language scientific journal after going through a series of double-blind review processes. *Second*, the participants have a positive attitude towards scientific honesty in terms of making accurate citation of expert opinions in their writing. They have been able to use Mendeley software not only for citation, but able to download and search for relevant resources online. *Third*, teachers can become research partners for lecturers to jointly conduct a research. This would give a wider impact on education.

Finally, the task of a teacher and lecturer is not only for teaching and evaluating education. But, qualified research capabilities will provide more meaningful contributions to academia and education.

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