

## **Training on the Use of Mendeley Application to Support the Ability of Teachers in Creating Publication Manuscripts**

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**Abstract:** The Mendeley application is a supporting tool for writers creating manuscripts for publication. Teachers need publications to improve their career path, especially achieving credit scores for promotion to functional positions. This program aims to train teachers in using the Mendeley application to make it easier to create publication manuscripts. Training activities were carried out by presenting ten teachers from PGRI Palu City, Central Sulawesi and two trainers. At the first meeting on July 23 2022, the teachers' ability to use this application was identified, and it was found that almost all teachers needed to be proficient in using it. Training is then carried out using presentation, demonstration, practice and question-and-answer methods. Next, three trainers guided the participants to recognize and apply their obtained information. At the second meeting on July 26 2022, participants completed citations on the manuscript created using the Mendeley application. Assistance is provided by the service team in language that is easily understood by the participants and immediately produces output in the form of a script. This training activity was carried out over two meetings, and the results of the final evaluation showed that the participants who were initially unable to use the Mendeley application (pretest) were then able to use the Mendeley Program well (posttest). It is hoped that the implications of this activity will help participants prepare research results manuscripts to help collect credit.

**Keywords:** manuscripts; mendeley applications; teacher; training

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### **INTRODUCTION**

Teachers encounter a challenge when attempting to get support for promotion from group 3 to group 4, which is the need for scholarly journal publications. This is due to the substantial workload associated with their responsibilities as teachers and the fact that teachers are not acclimated to producing publications

(Marto, 2019). In addition, some teachers need more support towards producing scientific papers due to their inadequate technological proficiency (Anugraheni, 2021; Rusmansyah et al., 2022; Zainuddin et al., 2022). According to information gathered from interviews with many teachers in Palu, certain teachers even pay a considerable amount

for the services of third parties to create publications. Undoubtedly, this diminishes the incentive for educators to advocate for advancement to a more elevated level. On the other hand, many applications exist at present that can streamline the process of producing scientific publications for writers (Ilfiandra et al., 2016; Kasiyan et al., 2018; Pahmi et al., 2018). One example of a freely downloadable application is Mendeley. This application aims to facilitate the discovery and automatic submission of references by users, thereby simplifying the manuscript creation process (Lisadawati et al., 2022; Supiyanti, 2018; Windarto, 2018). An innovative aspect of this endeavour is the guidance provided by the teacher in utilizing the Mendeley application to generate manuscripts that are subsequently submitted to online journals. This activity's purpose is to train teachers to utilize the Mendeley application so that they may easily create publications. Thus, teachers are expected to be able to readily create papers, allowing scientific publications to be carried out.

## **METHOD**

The approach used for conducting this program involved providing education to teachers in Palu regarding the use of the Mendeley application. The teachers who took part in this activity were selected based on their educational attainment, possession of manuscripts, and interest in acquiring knowledge about the Mendeley application.

The teaching method encompassed a combination of lectures, demonstrations, and question-and-answer sessions (Wardani & Ginantra, 2020). A group of ten individuals comprised the participants, and three teachers accompanied them to facilitate communication and discourse. The trainers were proficient users of the application and service team members.

The following are the phases involved in carrying out this activity: (1) participant recruitment; (2) initial assessment; (3) execution of activities (including introduction, practice, and script preparation); and (4) the final assessment.

The indicator to assess the success of this activity was that participants could use Mendeley to make publication manuscripts. Furthermore, percentage analysis was used to determine the completeness and absorption of participants in this activity. The criteria for the success of this activity were whether the participants' mastery of the material was classified as good (above 70%). An observation sheet was used with the specified observer to measure the participants' ability to use the Mendeley application. In addition, initial and final tests were conducted for participants in training activities. Likewise, the level of ability of the service team was used as an instrument of satisfaction for the implementation of the activity.

## **RESULT AND DISCUSSION**

The implementation of this activity began with the service team coordinating with partners, specifically PGRI Palu, to identify members who need help with publication, particularly with the usage of Mendeley software. Furthermore, PGRI members were encouraged to engage in the activity. The activities were then planned out, and partners were invited. After that, partners assigned their members to partake in the activities. The first activity was conducted offline on July 23, 2022.

Figure 1 shows the implementation of activities at the first meeting. This session began with identifying participants' abilities (a) and introducing them to the Mendeley application. Participants listened to the resource person's explanation and attempted to use the application, as seen in Figure 1b.



Figure 1 Assistance: (a) the service team; (b) activity participants

The participants listened to the explanation and occasionally asked questions. Participants then practised using the Mendeley application, as shown in Figure 2. Participants practised searching for references with the facilities prepared and then inserting them in the desired part of the manuscript.

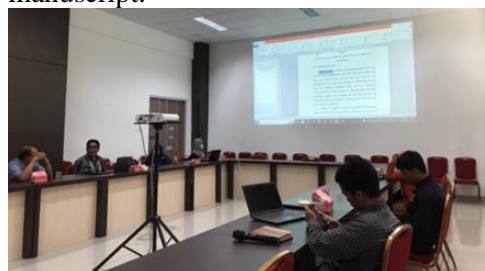


Figure 2 Participants practice using the Mendeley application

The second day was conducted on July 26, 2022, where further assistance was provided to the participants to create a manuscript with the Mendeley application, as shown in Figure 3.



Figure 3 Second day of assistance.

The activity's implementation was successful in teaching participants how to use the Mendeley application. Participants who were absolutely new to this program were able to create citations using the Mendeley app. Table 1 displays the outcomes of the activity implementer's observations of the participants' activities.

Table 1 Activities performed by participants

No	Activity	Score
1	Participants paid attention to the resource person's explanation	4.0
2	Participants practised the material presented by the resource person	4.0
3	Participants asked the resource person about the difficulties during practice	3.0
4	Participants could create a bibliography with the Mendeley application	4.0
5	Participants produced a manuscript with a bibliography created using the Mendeley application	4.0
<b>Mean Score</b>		<b>3.8</b>

Based on the observations, the participants participated in this activity well, so they were able to produce a script according to the target set.

The participants showed up in large numbers for the two-day event. Table 1 shows the seriousness of the participant's participation in this activity. The mean score was 3.8 (a maximum score of 4). A total of 10 participants paid attention to the resource person's explanation and practised it. Participants also quickly asked the resource person about things that needed to be understood. However, some participants are still careful when interacting due to concerns about the COVID-19 pandemic. At the end of the activity, it was known that all participants could produce a manuscript with a bibliography that had been compiled using the Mendeley application.

The committee carried out quality assurance of the implementation of this activity by providing the participants with a resource person assessment form. Based on Table 2, the mean score obtained was 4 (very good).

Table 2 Assessment of the ability of speakers by participants

No	Activity	Score
1	The speaker explained the material well	4.0
2	The speaker mastered the material well	4.0
3	The speaker delivered the material in good and correct language.	4.0
4	The speaker used appropriate media/tools during the implementation of the activity.	4.0
5	The speaker could make this activity run effectively and efficiently.	4.0
<b>Mean Score</b>		<b>4.0</b>

On the other hand, activity implementers assess speaker quality by presenting participants with satisfaction instrument forms (Kasiyan, 2019; Supianti, 2018). Table 2 shows that the resource individuals mastered good materials and abilities and were able to convey them during this exercise. The proper and correct use of tools and media allows for this activity's effective and efficient implementation.

This Mendeley application training could help teachers enhance their use of information and communication technologies and the Mendeley app. This is in line with various other tasks carried out in community service programs (Goma et al., 2022; Pramiastuti, 2020; Rahmawati et al., 2018; Sadikin et al., 2021).

## CONCLUSION

A Mendeley software training program was conducted for PGRI member teachers based in Palu, Central Sulawesi. Through the use of lectures,

demonstrations, practicum, and question-and-answer sessions, this training was conducted. The participants could not utilize the Mendeley application for automated citation in the manuscript of the scientific work they had prepared prior to the training. Participants were instructed to install and use the Mendeley software during this training. Additionally, issues encountered while utilizing this software were addressed. As evidenced by the final assessment and the outcome in the form of written manuscripts, this training could enhance the ability of teachers to compose manuscripts for publication. The diversity of manuscript themes and the absence of laptop ownership among participants made this activity limited.

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