Mendeley Dekstop Training for Improving Elementary School Teacher Competence in SD N 1Wadunggates Klaten

Meidawati Suswandari[1], Dwi Anggraeni Siwi [2], Moefty Mahendra [3], Sri Mulyati [4].

Universitas Veteran Bangun Nusantara [1,2,3,4]
moetis_meida@yahoo.co.id[1],deanggraeny@yahoo.com[2], mahendramoefty@gmail.com[3],
mulyatinuk.sri61@gmail.com[4].

Kata Kunci	*ABSTRAK*
Mendeley Dekstop, kompetensi, Sekolah Dasar	*Penelitian ini bertujuan untuk meningkatkan kompetensi guru SD di SD N 1 Wadunggates Klaten melalui pelatihan sitasi virtual menggunakan Mendeley. Metode yang digunakan dalam pengabdian masyarakat ini meliputi ceramah, implementasi Mendeley Desktop, praktikum, tugas, dan tanya jawab. Kemudian, sekolah mitra dilibatkan untuk berperan aktif melalui berbagai kegiatan dan pelatihan yang akan dilaksanakan. Kegiatan pelatihan yang dilakukan dalam pengabdian masyarakat ini menunjukkan bahwa setelah dilaksanakan diklat Mendeley, pengetahuan para guru meningkat secara signifikan. Tampaknya kebanyakan dari mereka telah memperoleh pengetahuan tambahan yang cukup. Pelatihan Mendeley dapat menjadi sarana pendukung pembuatan referensi ilmiah yang baik dan benar.*

Keywords :	*ABSTRACT*
Mendeley Dekstop, Competensi, Elemenatry School	*This research has a goal to improve the competence of elementary school teachers at SD N 1 Wadunggates Klaten through virtual citation training using Mendeley. The methods used in this community service included lecturing, implementation of Mendeley Desktop, practice, assignments, and questions and answers. Then, the partner school was involved to play an active role through various activities and training to be implemented. The training activities carried out in this community service showed that, after the implementation of the Mendeley training, the knowledge of the teachers significantly increased. It appears that most of them have acquired sufficient additional knowledge. Mendeley training can be a supporting means of making good and appropriate scientific references.*

INTRODUCTION

A teacher is a profession that requires special skills. A teacher has duties including educating, teaching, and training. Educating means continuing and developing the values of life, teaching means continuing and developing science and technology, while training means developing skills for students (Kurniawan, A, Suyahman, & Suswandari, 2020; Suswandari, 2017). This is as stated in Law Number 20 of 2003 concerning the National Education System article 39 paragraph 2 (2003: 27) that educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially

for educators in higher education (Nurkholis & Badawi, 2019; Sopandi, 2019; Sukmawati, 2019; Widyaningrum et al., 2019).

Professionalism is part of teacher competencies that need to be developed because teachers have competencies that are continuously developed in their daily life in their profession. Broke and Stone said that competence is a description of the qualitative nature of teacher behavior that seems very meaningful. This definition implies that competence is the ability and authority of the teacher in carrying out the teaching profession (Fathorrahman, 2017; Ketut & Ushani, 2017; Mariyana, 2016; Syaidah et al., 2018). Meanwhile, Law No. 14 of 2005 on teachers and lecturers in chapter IV article 10 also emphasizes that to carry out their professional duties well, a teacher must have four core competencies (pedagogical, personal, social, and professional competencies) (Afandi, 2015; Cut Fitriani, Murniati AR, 2017; Novauli. M, 2015; Susiana, 2018).

To develop these competencies, writing scientific papers can be applied. In fact, teachers rarely develop their skills to write scientific papers for professional development. This is based on the research data of Arifin et al., (2020) showing a lack of papers/articles in almost every publication. This is mainly due to the very low ability of teachers (<5%) to write journal-worthy articles, in addition to the unavailability of educational journals that can facilitate their works in the form of articles, especially those based on classroom action research. Similarly, in the study conducted by Noorjannah (2014) stated that the number of teachers who can write is not more than 1%.

This was also experienced by some teachers at SD N 1 Wadunggates Klaten, who are not used to writing scientific papers. They sometimes write for their promotion. However, they tend to rely on their colleagues and have not innovated scientific thought and writing independently. Besides, they still cite the literature from others manually by citing each book, journal, or source one by one. It always happens when writing scientific articles, both classroom action research articles and journal articles (Lubis et al., 2019).

The low work ethic of writing scientific papers is caused by a lack of understanding of how to make good and correct citations of literature, which makes teachers less enthusiastic in writing innovative scientific articles (Abdullah, 2018). Mendeley is one way of changing the understanding and increasing the creativity of the teacher in citing using a computer application/system that can automatically write the citations in the bibliography properly and correctly.

Mendeley is an application for creating citations. Citations are usually used when writing scientific papers (articles, proceedings, or final projects such as theses and dissertations). Mendeley enables the writer to retrieve sources and content from scientific journals, either manually or automatically. It is a reference management software and academic social network that can help to organize the publication of research results, write theses and dissertations, collaborate with other researchers online, and find recent publications (Arifin et al., 2020; Resnani, 2018; Yogyantoro, 2016).

This software is a computer and web program developed by Elsevier for managing and sharing research papers, searching research data, and collaborating online. Mendeley integrates Mendeley Desktop, reference and PDF management software, with Mendeley Android, iOS, and Web, the research social network. As a reference database, reference files such as books or articles from journals in PDFs can be stored and given appropriate information to allow easier searching. Saved PDF files can also be opened, read, and annotated with sticky notes or highlights. The writing created in Microsoft Word, Open Office, or LaTex can be linked with Mendeley so that the citations and lists of references (bibliography) can be automatically arranged (virtual).

The importance of automatic citing through Mendeley (virtual) is the reason behind this community service on virtual citation training using this application. This training was held at SD N 1 Wadunggates Klaten.

METHOD

The activity stages included virtual citation training to train the desktop Mendeley application for SDN 1 Wadunggates Klaten teachers. The method used in this activity is virtual Mendeley Desktop training. Then, partner schools are involved to play an active role through various activities and trainings that will be implemented. The community service team acts as a facilitator and collaborates and synergizes to produce good and appropriate scientific writing. The objectives of this training are (1) so that each teacher understands the function of writing bibliography as an important part of writing scientific papers and (2) enables each teacher to write bibliography automatically using Mendeley.

RESULTS AND DISCUSSION

The activities carried out in this community service include 3 stages, namely Training, Monitoring and Evaluation. Each of them followed the stages by SD N 01 Wadunggetas Klaten teachers. Before the training was carried out, the teachers were given tests to find out the extent to which they cited literature sources in preparing scientific papers that were currently used. After that, community service activities were carried out by the Service team from the Bantara Sukoharjo Univet. This training is carried out through zoom meetings due to limitations during the 2019 corona virus pandemic. However, it does not reduce activities through training during the training. The training contains socialization materials and uses virtual citation on the Mendeley desktop application.

This training virtual excerpt is expected to be useful for elementary school teachers to make it easier in libraries when filling out scientific papers, whether articles, books, and others as supporting elementary school teacher productivity. It can also be used as an automatic check for good and correct library sources and library records. Because the Mendeley application gives automatically manually on the bibliography.

Here are the six rarities of operating the Mendeley Application-based Virtual Citation in the form of an image as follows.
1. Enter all existing journal references one by one, by dragging files from the folder and dropping them on the Mendeley page.
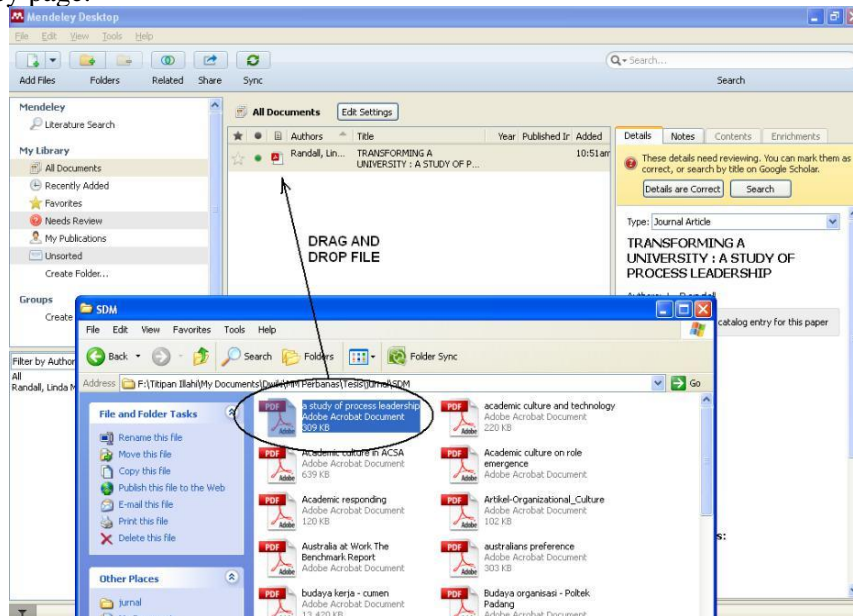

Fig 1. Enter all journal references on Mendeley's page.

2. Complete the journal data by filling in the Authors, Journal, Year, Volume, Issue, Pages, Abstract, Tags, Authors Keywords, and URL columns (according to existing data).
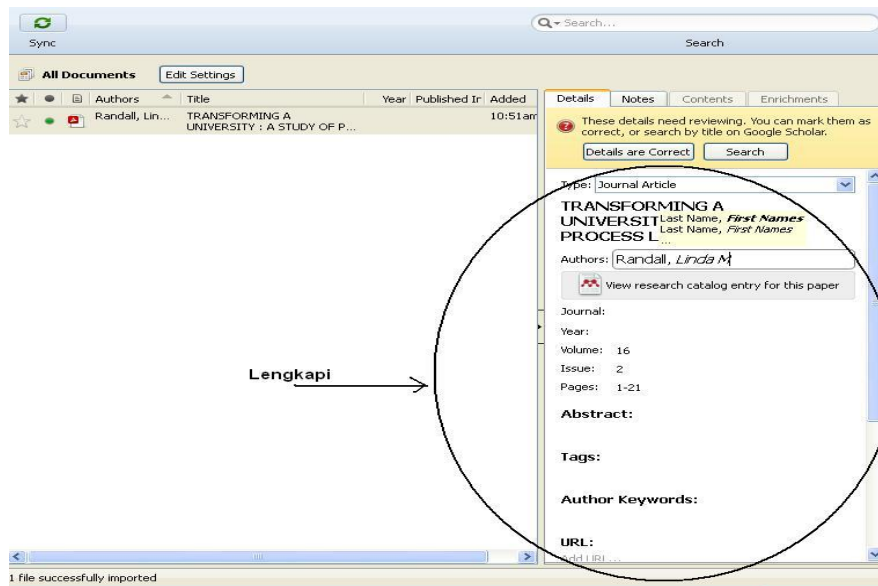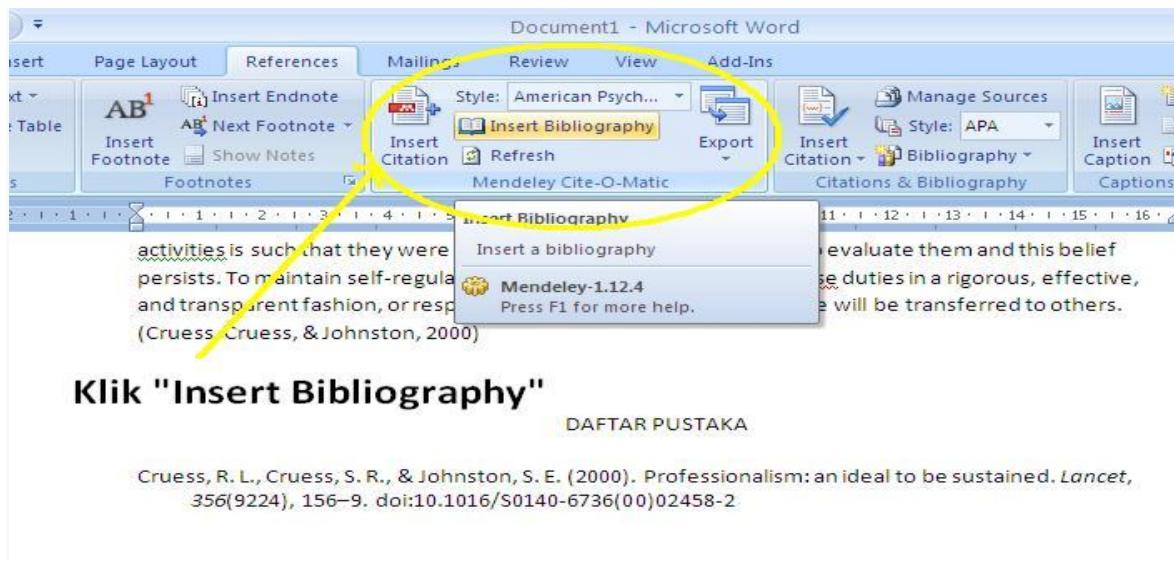
Fig 2. Complete journal data according to existing data

3. To create a citation source, open the journal file you are creating (word format). Then click References, and select Insert Citation (step 1), then an option appears (step 2). Then type in the "Search by author, title or year in My Library" column the reference you used in the quote. Click OK.
4. You can change the citation style, click the Style column in References.
5. To create a bibliography, click Insert Bibliography under References.

Fig 3. Creates a reference

Furthermore, the Monitoring and Evaluation stages are carried out. Monitoring is done in the form of via the WA group and sending files via email from writing Mendeley-based library citations. Likewise, an evaluation was carried out which aimed to compare and find out the results of the pre and post-delivery Mendeley-based Virtual Citation on community service activities for teachers of SD N Wadunggates, Klaten.

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The results obtained before and after the training are presented in the following table 1.

Table 1. Recapitulation of Pretest and Posttest of Using Mendeley at SD N 1 Wadunggates Klaten

No	Remark	PRETEST		POSTTEST	
		No. Correct Citations	%	No. Correct Citations	%
1.	Class 1	3	30	7	70
2.	Class 2	1	10	8	80
3.	Class 3	1	10	8	90
4.	Class 4	3	30	9	90
5.	Class 5	2	30	10	100
6.	Class 6	4	40	10	100

Six sample teachers from class I to class VI at SD N Wadunggates Klaten underwent pretest and posttest on the knowledge about the use of Mendeley Desktop to assist them in creating scientific reference. The results above show that the knowledge of the test participants on the material has improved. In the pretest, 2 teachers of class II and III used manual citations while, in the posttest, 2 teachers of class V and VI could apply Mendeley correctly. This shows that they still had less knowledge about making reference for scientific papers before the training. After the training, there was a significant increase in their knowledge.

Can increase teacher competence done in various ways, one of them actively doing research and cash in on the work scientific writing. In the process the teachers still using the method conventional when writing works scientific especially on the part citation. Therefore, through mendeleying the desktop can help teachers in make it easier to write works scientific. Mendeley desktop training encourage teachers for more productive of producing scientific work (Pahmi et al., 2018; Yusdita & Utomo, 2019).

CONCLUSION

After the training, there was a significant increase in their knowledge. It was seen that most of them had acquired sufficient additional knowledge about the material. In general, they have been able to answer all the questions given and they can make better citations for their scientific papers. It is hoped that the training participants can take advantage of this knowledge to further optimize and implement Mendeley Desktop as a supporting application to make good and correct scientific references.

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