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UTILIZING MENDELEY AS A TOOL TO ENHANCE THE SCIENTIFIC WRITING COMPETENCE OF MIDDLE SCHOOL TEACHERS IN CIREBON REGENCY

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ABSTRACT This community service program aims to enhance the competency of junior high school teachers in Cirebon Regency in academic writing through the utilization of Mendeley as a supporting tool. Through a series of training sessions, mentoring, and socialization activities, teachers are equipped with knowledge and skills in using Mendeley to manage references, create bibliographies, and produce high-quality academic papers. Program evaluation indicates a significant improvement in teachers' knowledge, skills, attitudes, and productivity in utilizing Mendeley. These findings underscore the importance of structured training and community support in enhancing teachers' ability to leverage technology for improving education quality. The program has made a significant contribution to the development of educators' capacities and holds potential for adoption and adaptation in various regions to enhance education quality more broadly.

Keywords: *Mendeley; Teacher competence; Academic writing; Training program*

1. INTRODUCTION

Writing scientific papers is one of the important skills that must be possessed by a junior high school teacher. Scientific work not only plays a role in improving the quality of education, but also becomes a foundation for curriculum development, preparation of textbooks, (Shanaida et al. 2019) and various other academic activities. However, often teachers still experience obstacles in producing quality scientific work. Scientific work does play an important role in improving the quality of education and serves as a fundamental basis for curriculum development. Community service activities are essential for developing students' creative thinking, community service skills, and intellectual potential, contributing significantly to their professional training and overall maturity.

In Cirebon Regency, as one of the regions with a growing level of education, improving teacher competence is a top priority. Although there have been various training and coaching programs organized by local governments and educational institutions, there are still obstacles in terms of using technology to support the process of writing scientific papers.

The development and dissemination of knowledge through scientific publications has become the main foothold in developing the academic world (Halim et al. 2023). In this ecosystem, writing quality scientific papers plays a central role, and a deep understanding of bibliography preparation techniques is an inevitable must. In line with the evolution of technology and global dynamics, the importance of a structured and accurate bibliography is increasingly prominent (Falah, 2019). The bibliography is not just a formality, but also a critical component that supports academic integrity and increases accessibility to the knowledge presented (Utari, Martinus, and Endrawan 2023).

Mendeley, as one of the reference management and academic networking software, offers various features that can facilitate the process of writing scientific papers, ranging from reference management, automatic bibliography, to collaboration between authors. However, the use of Mendeley among junior high school teachers in Cirebon Regency is still relatively low and has not been utilized optimally.

The use of Mendeley as a supporting tool to increase the competence of writing scientific papers for junior high school teachers in Cirebon Regency is relevant. By deeply understanding the challenges faced by teachers in writing scientific papers and the potential solutions offered by technologies like Mendeley. Mastery of Mendeley, teachers can be more efficient and effective in managing reference sources, producing accurate bibliography, and compiling research-based scientific papers. This will have an impact on improving the quality of scientific work produced by junior high school teachers in Cirebon Regency.

Improving the quality of writing scientific papers is expected to increase understanding and mastery of subject matter by junior high school teachers, which will then have a positive impact on the quality of learning in the classroom. A deeper understanding of the use of Mendeley and its impact on improving the competence of writing scientific papers for junior high school teachers is expected to produce recommendations and strategies that can be widely applied to improve the quality of education in Cirebon Regency and possibly also in other areas with similar challenges.

Teachers who have the ability to write scientific papers will have higher competitiveness in the world of education. They will become more recognized and valued by fellow teachers, schools, and other relevant parties. This community service program can facilitate the formation of collaboration networks between teachers, both at the local and national levels. Through the exchange of experience and knowledge, teachers can support each other and strengthen their

professional communities. This community service activity is expected to make a real contribution in improving the competence of writing scientific papers at the junior high school level.

2. METHOD

This method of approaching community service activities will focus on intervention and training for junior high school teachers in Cirebon Regency through the Subject Teacher Deliberation Forum (MGMP) in the use of Mendeley as a supporting tool to increase competence in writing scientific papers. Here are the details of his service methods including:

1. Identify Needs and Prepare

a. Preliminary survey to identify levels of understanding and use of Mendeley among junior high school teachers.
b. Preparation of training materials tailored to the needs and level of understanding of participants.
c. Preparation of training materials, modules, and guides for using Mendeley.

2. Training Implementation

a. Implementation of training in person or online (online) in accordance with the current situation and conditions.
b. Training sessions will cover an introduction to Mendeley, how to use, benefits, and effective techniques in managing references as well as writing scientific papers.
c. Live demonstration of the use of Mendeley and hands-on practice by participants.

3. Assistance and Monitoring

a. Assistance in person or through online platforms to provide assistance and support in overcoming obstacles when using Mendeley.
b. Regular monitoring of participants' progress and use of Mendeley.
d. Evaluate the participation and effectiveness of training.

4. Evaluation of Results and Effects

a. Data collection related to changes in knowledge, attitudes, and skills in the use of Mendeley before and after training.
b. Evaluation of the impact of training on improving the competence of writing scientific papers of junior high school teachers.
c. Collection of feedback from participants regarding the benefits and sustainability of using Mendeley in their writing activities.

5. Dissemination of Results and Sharing of Experience

a. Preparation of reports on the results of training and evaluation.
b. Dissemination of the results of community service to related parties, such as local governments, schools, and educational institutions.
d. Sharing experiences and good practices to the community of teachers and educational researchers through seminars, workshops, or scientific publications.

A sustainable and results-oriented approach, it is hoped that this method can make a significant positive contribution to the development of education in the area.

3. RESULT AND DISCUSSION

The results of the activity "Utilization of Mendeley as a Support Tool for Improving the Scientific Writing Competence of Junior High School Teachers in Cirebon Regency." can be conveyed through the following narration: After going through a series of activities carried out offline Through the MGMP forum on January 17, 2024 and January 24, 2024, 42 participants from the MGMP forum for junior high school teachers in Cirebon district, managed to take significant benefits from this activity. As for some of the results that can be identified as follows:

1. There was a significant increase in participants' knowledge and skills in the use of Mendeley. Prior to the training, most participants had a limited understanding of Mendeley's features. However, after attending training, they are able to manage references, create bibliography, and write scientific papers more effectively.
2. positive changes in participants' attitudes and interest towards the use of Mendeley. Participants became more enthusiastic and confident in using Mendeley as a supporting tool for writing scientific papers. They began to recognize the benefits of technology in improving the efficiency and quality of writing.
2. Participants reported increased productivity in writing scientific papers after attending the training. They can complete writing tasks more quickly and efficiently thanks to the use of Mendeley features that make it easier to manage references.
3. The quality of scientific work produced by participants has also increased significantly. Bibliography compiled using Mendeley becomes more structured and accurate, thus increasing participants' confidence in presenting arguments and information supported by relevant references.

The results of this activity show that the use of the Mendeley application in compiling bibliography for publication has achieved its main goal, which is to make a positive contribution to improving the quality of research and publications of teachers.

This activity has other impacts, namely 1) Training materials tailored to the needs of participants and practical approaches in delivering information have helped participants to more easily understand and apply the concepts taught. 2) Support from the educator community, either directly or through collaboration with various relevant parties, has provided additional encouragement for participants to actively attend the training and apply the skills they have Learn in daily activities. The program also affirms the important role of technology in the transformation of education. The use of Mendeley as a supporting tool for writing scientific papers has helped participants to be more adaptive to technological developments and increase efficiency in their writing activities(Suprapto et al. 2023)(Halim et al. 2023).

4. CONCLUSION

The community service program on the use of Mendeley as a supporting tool for improving teacher competence has provided positive and significant results. Through structured and targeted training, teachers have successfully improved their knowledge and skills in the use of Mendeley to support the process of writing scientific papers. Changes in participants' attitudes and interest in the use of technology in education are also an important concern, indicating that participants are increasingly aware of the potential of technology in improving the efficiency and quality of writing scientific papers.

Increasing productivity in writing scientific papers and improving the quality of scientific work produced by participants also provide clear evidence that the use of Mendeley has had a positive impact on their writing activities. Strong support from the educator community and collaboration with various relevant parties have played an important role in the success of this program. This confirms the importance of joint support in developing the capacity of educators to improve the overall quality of education. The training program on the use of Mendeley in improving teacher competence has the potential to become a model that can be adopted and adapted in various regions to improve the quality of education more broadly.

The training program could be expanded to include more junior high school teachers in Cirebon district, as well as other areas that have similar challenges in writing scientific papers. This move will allow more teachers to benefit from training and mentoring in the use of Mendeley. It is necessary to organize continuous training programs that allow teachers to continuously improve their knowledge and skills in using Mendeley. Regular training will help teachers to stay updated with technological developments and best practices in writing scientific papers.

Training materials can be further developed to cover more in-depth topics on the use of Mendeley, including efficient reference management strategies, data analysis, and scientific article

writing. This will allow teachers to gain a more comprehensive understanding of the use of Mendeley in their writing activities. In addition to training, it is necessary to organize an ongoing mentoring program that allows teachers to get help and support in overcoming obstacles and difficulties that may arise in the use of Mendeley.

Ongoing mentoring will help teachers to stay motivated and continue to develop their skills in the use of Mendeley. It is important to constantly evaluate the training program and gather feedback from the participants. Periodic evaluations will help to identify the strengths and weaknesses of the program, as well as improve and develop the program on an ongoing basis according to the needs of participants.

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CONFLICT OF INTERESTS

It is possible that the authors or researchers involved in this study had financial or other relationships with those who supplied or developed the Mendeley software. This can affect the objectivity of the research or the assessment of Mendeley's effectiveness as a support tool.

The authors involved in this study may have a relationship or involvement with consulting or training services related to scientific writing or the use of Mendeley. Conflicts of interest may arise if they have a financial interest in promoting or campaigning for the use of Mendeley. The author has affiliations with educational institutions or governments that have an interest in encouraging the use of Mendeley as a supporting tool for scientific writing.

This can affect the conclusion of the study or the interpretation of the results. It is possible that the authors have involvement in research or educational communities that directly or indirectly support the use of Mendeley. Conflicts of interest may arise if this affects the way research is directed or results are presented. The authors have involvement with publishers or scientific journals that have an interest in promoting or assessing the use of Mendeley in scientific writing. This may affect the placement or acceptance of related articles.

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