

Improving Student-Teachers' Research Literacies through APA Citation 7th and Mendeley Workshops

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ABSTRAK

Kejujuran akademik dan kemampuan dalam menghindari plagiarisme merupakan kemampuan yang sangat penting untuk para mahasiswa dan peneliti pemula. Salah satu strategi untuk meningkatkan kejujuran akademik dan kemampuan dalam menghindari plagiarisme adalah dengan memahami kemampuan menulis sitasi dan referensi. Terlebih lagi, saat ini, terdapat banyak aplikasi manager referensi yang dapat memudahkan para mahasiswa dan peneliti pemula dalam kegiatan risetnya. Berdasarkan pernyataan tersebut, Program Studi Pendidikan Guru Sekolah Dasar (PGSD) bersama dengan Center of Language and Literacy (CLC) di Universitas Presiden melaksanakan kegiatan pengabdian kepada masyarakat yang ditujukan untuk mahasiswa dan peneliti pemula. Kegiatan ini dilaksanakan secara daring melalui media Zoom sebagai tindakan preventif untuk menghindari penyebaran virus COVID-19. Terdapat 370 mahasiswa, guru, dan peneliti pemula dari berbagai kampus di Indonesia bahkan dari luar negeri (Australia & Tiongkok) yang mengikuti kegiatan pengabdian pada masyarakat ini. Berdasarkan hasil survei yang dibagikan pasca kegiatan, sebagian besar peserta menanggapi kegiatan dengan sangat positif, di mana pengetahuan tentang referensi dan Mendeley dinilai meningkat dengan signifikan. Beberapa saran dan rekomendasi untuk peningkatan kemampuan literasi riset mahasiswa, calon guru dan peneliti pemula juga dibahas dalam artikel ini.

Kata kunci: *community service program, citation and reference, APA 7th, Mendeley*

ABSTRACT

Academic integrity and plagiarism awareness become essential abilities for university students and early-career researchers. One way to enhance academic integrity and awareness of plagiarism issues is by mastering the skills of managing citations and references/bibliographies. Moreover, nowadays, various reference manager applications can be utilized to assist college students and early researchers in their research activities. Based on these statements, the Primary School Teacher Education (PSTE) study program and the Center of Language and Culture (CLC) at President University conducted a community service program for university students and early researchers. This program was conducted through an online platform called Zoom as a preventive measure to curb the spread of the COVID-19 virus. There were 370 students, teachers, and early researchers from campuses across Indonesia and even overseas (Australia & China) who registered for this community service program. Based on the survey distributed after the program, the majority of participants responded very positively, in which their comprehension of referencing and citing and Mendeley is considered improving significantly. Some implications and recommendations to enhance research literacy among students, student teachers, and early researchers are also outlined in this article.

Keywords: *community service program, citation and reference, APA 7th, Mendeley*

INTRODUCTION

Research is an activity that needs to be performed routinely by academics. As a part of the academic community, university students are no exception since they will closely engage with the process of writing academic papers, research articles, reports, and thesis/dissertations that necessitate research skills (Perdana, 2020). It becomes crucial for

them to have the necessary research skill to be able to produce quality academic research. Regarding this, they are not only required to possess the skills of conducting research but also the understanding of moral ethics in becoming a researcher. One strategy to enhance moral ethics is to practice academic honesty by making proper citations and references. For instance, when referring to pre-existing ideas or

findings, students are required to include the author or owner of the original ideas. Referencing pre-existing studies is essential to show one's scientific knowledge, helping one gain a reputation among other academic community scholars (Santini, 2018).

Unfortunately, studies discover that many university students, even lecturers, in Indonesia, did not comprehend the importance of acknowledging the author of the original ideas (Perdana, 2020). The lack of understanding and ability to recognize the original idea will eventually result in issues like plagiarism. In this regard, plagiarism is defined as the act of "knowingly presenting the work or property of another person as one's own, without appropriate acknowledging or referencing" (Yeo, 2007, p. 1). One study shows that, in Europe, the number of plagiarism cases is rising due to the limited understanding of the importance of referencing and the lack of consequences given among university students (Vanja et al., 2008). In a similar vein, another study found that students do not consider plagiarism a severe issue. Thus, the act of sourcing without appropriate reference has been normalized (Ryan et al., 2009).

In relation to this issue, Indonesian students are no exception. Some popular plagiarism methods include taking another person's idea or paraphrasing without referencing and directly copy-pasting with referencing (Zalnur, 2012). Several studies found cases of plagiarism in various studies. In dentistry education, for instance, plagiarism is normalized due to the lack of effective ethics curricula (Ardinansyah et al., 2018). Meanwhile, only 40% of biology students in a university admitted they practice academic honesty (Arianto, 2015).

Therefore, it is vital to master the ability to make references and citations, but sometimes it can be pretty challenging (Perdana, 2020). First of all, it is necessary to understand and differentiate referencing styles, such as APA, MLA, and Harvard. Then, every element, such as names, titles, years, must be accurately written. Moreover, these styles occasionally have updates, in which student-teachers and researchers must be aware of the updates. For example, the APA style has been updated to the 7th edition at the end of 2019, which excludes the publication location from the reference. Thus, it becomes even trickier to keep up with the updates while ensuring not to get anything else wrong. Fortunately, technology has provided researchers with assistance in the form

of reference manager tools (also known as bibliographic management software and citation managers). One of them is Mendeley, a reference manager that can be installed in personal computers and can accommodate various operating software.

Mendeley helps students by automatically creating citations and reference lists (Triyanto et al., 2020). Another helpful feature is the digital library, which facilitates users in creating and managing their personal library. On top of that, the works of literature stored in the library are stored in a cloud, allowing users to access their library from any device using the same account. Because of this, there is a large number of people who are interested in learning how to use this software. Various workshops for Mendeley have been held in various places in Indonesia, offline (before the pandemic) and online. Even though the main participant targets are students, lecturers are also enthusiastic about learning how to operate Mendeley (Mardin et al., 2020).

Moreover, the Mendeley Group feature allows students to create academic connections, which some participants found as a handy feature (Pramiastuti et al., 2020). Outside of the university community, teachers are also interested in joining these workshops to use Mendeley to help them become more productive in writing academic papers (Pahmi et al., 2018). Because Mendeley eases referencing and citing, less time is needed for teachers and students to cite appropriately, eliminating the reluctance to produce research. Furthermore, by allowing students and educators to be more productive, Indonesian academics' quality and creativity can be improved, hence improving the quality of education.

Meanwhile, it is also essential to possess a comprehensive research skill, including referencing and citing, for teachers since they will be required to conduct a Classroom Action Research or *Penelitian Tindakan Kelas* (PTK) as part of their development as classroom teachers (Handayani & Rukmana, 2020; Miaz et al., 2020). Besides, the ability to perform Classroom Action Research is also currently integrated into the teacher professional development program called *Pendidikan Profesi Guru* (PPG) for both pre-service and in-service teachers (Mahmud, 2020, 2021). Consequently, the ability to conduct research, including citing and referencing correctly, is highly essential for teachers.

Based on the discussion mentioned above, this paper aims to highlight the community empowerment program conducted by the Primary School Teacher Education (PSTE) study program and Center of Language and Culture (CLC) at President University, Bekasi, Indonesia. in the form of a workshop on APA 7th edition and how to operate Mendeley. It is expected that this program can help students, especially President University students, and the general public (teachers, lecturers, and overseas students) improve their citation and referencing skills. University students must enhance their research literacies as they will be involved in research activities, such as writing a research paper or final project (Perdana, 2020).

The purpose of the community empowerment program is to spread academic honesty awareness and the importance of citations and references, keep participants updated with the APA 7th edition changes, and help students learn how to operate Mendeley to help them create academic papers. It is hoped that through this training, we can help to improve the quality of education in Indonesia by allowing knowledge to be more accessible to everyone.

METHODS OF TRAINING

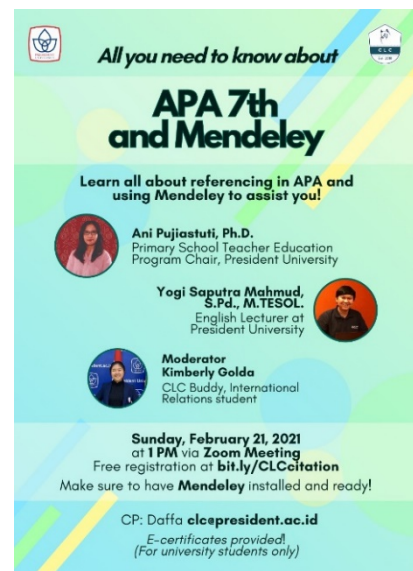
The event was conducted online through a webinar and workshop considering the ongoing COVID-19 global pandemic. Two faculty members from the Primary School Teacher Education (PSTE) study program were invited to share insights on the importance of citing sources appropriately in academic writing and especially how to apply a reference manager application in managing references and citations. The meeting was facilitated by Zoom, and it was organized and managed by faculties and tutors from the Center of Language and Culture (CLC) at President University.

Prior to the event, participants were informed about the community empowerment program by the information on an e-brochure distributed in social media and other relevant outlets that can be seen in Picture 1. In this regard, participants were invited to complete a registration form along with a pre-webinar survey to examine their prior understanding related to APA citation and Mendeley.

For the event, two forms were created, one for the registration and the other for the post-webinar survey, each of the forms contains

several questions related to the topic of the webinar, which will be discussed within this section along with the answers we received from the participants. A total of 370 participants had registered for the event. Most of the participants who registered for the event were English Studies majors, totaling 89 of the total 370 participants. It was then followed by 49 college students from the International Relations study program and 46 students from the Management study program.

Although most participants were undergraduate students, students undergoing the master's degree program had also taken an interest in our event. The majority of those who registered for our event were students of the 2018 batch numbering 136 people, followed by the 2017 batch, which consisted of 87 people, and the 2020 batch with 67 participants. As the 2017 batch were undergoing their thesis semester, and the 2018 batch nearing their thesis period; it is more than likely that students from the batches mentioned above had joined the event to expand their knowledge regarding the use of citation and references, which will be helpful for the progression of their thesis writing.



Picture 1. Event poster for APA 7th and Mendeley community empowerment program.

RESULTS & DISCUSSION

Pre-webinar survey

Based on the survey that was distributed prior to the event, it was found that a vast majority of the 370 participants who registered for our event claimed that the utilization of references and citations within an academic paper is essential, mainly in order to

avoid plagiarism and strengthen arguments present in their paper.

We asked the participants regarding the reference style that they mostly used within their academic papers. In this case, 275 participants utilized APA citation 7th, 30 participants prefer Harvard, 20 participants use Chicago 17th edition, four students utilized Endnote, and 31 people select "others" that can be seen in Figure 1 below.

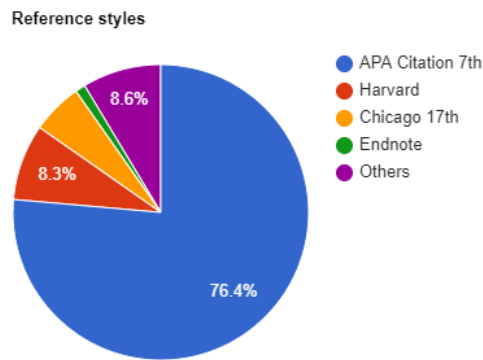


Figure 1. Participants' preference in referencing style.

In addition, since one of our event's main focuses is about APA style citation, we inquired the participants regarding how often they utilize APA as their citation and referencing style within their academic papers. Regarding this, 132 participants frequently use it frequently, 96 students always utilize APA for their academic papers, 84 students rarely used APA, 25 participants rarely utilize APA, and 33 participants have never used APA style for their reference and citation. We have also presented a question to the participants regarding the difficulty of utilizing APA style for citation and reference. This information can be identified in Figure 2 below.

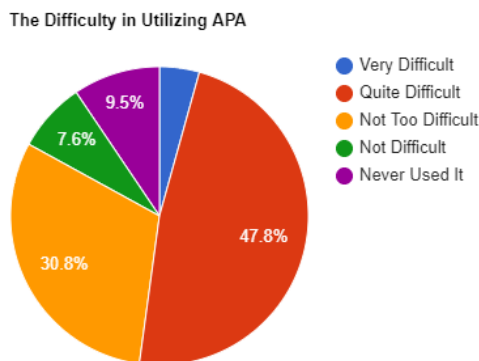


Figure 2. Participants' responses on the difficulty of using APA 7th referencing style.

Regarding this, 177 participants found it to be quite difficult, 114 participants

expressed that it is not too difficult for them to use APA style, 28 participants did not find it to be difficult to use APA style, 16 participants found it to be really difficult, and 35 participants claimed that they have never used APA style for the citation and reference of their academic papers.

Aside from questions about APA style for citation and reference, we also presented questions regarding Mendeley. The first question we gave to the participants is whether they have ever used Mendeley prior to attending the event. The majority of the participants, numbering 240 persons, have never used Mendeley by the time of their registration to our event. Meanwhile, 130 participants have utilized Mendeley at least once before. Due to the fact that the majority of the participants are unfamiliar with Mendeley, our event will prove to be useful in terms of introducing and familiarizing the participants with the useful automatic citation and referencing style.

Afterward, we continue to present a question regarding Mendeley. This time, the focus of the question is regarding the frequency in which the participants utilize Mendeley for their academic papers. From those who have used Mendeley previously, 80 participants rarely utilize Mendeley for their work, 36 participants utilize it quite often, 27 participants use Mendeley for their academic papers, and 8 participants utilize it quite often 219 participants claimed that they have never used the application. This information can be identified in the following Figure 3.

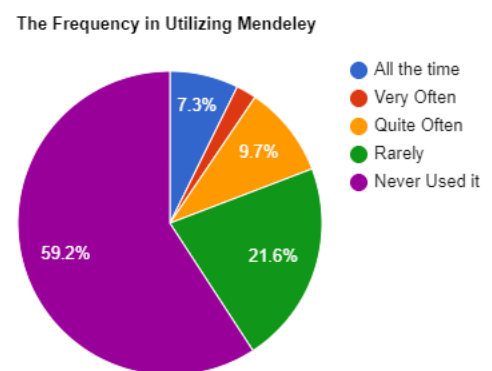
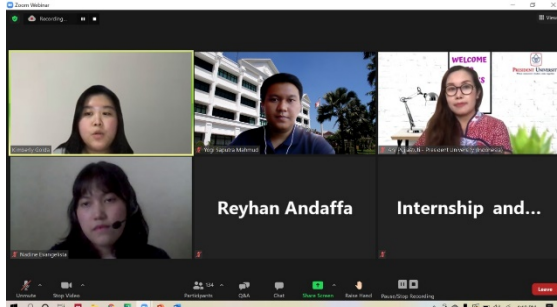


Figure 3. Participants' frequency of using Mendeley application.

During the webinar

During the event, there were two significant presentations followed by a Question and Answer (Q&A) session. The first presentation was on the importance of citing and referencing sources accurately using the

APA format. The second session was the core discussion and workshop on using the Mendeley citation manager. During the workshop, the participants were given opportunities to practice using the application and display their results.



Picture 2. Webinar session on APA 7th citation and Mendeley.

The moderator of the event organized the question-and-answer session, and participants were given chances to raise questions/statements and discuss the problems they might have with the facilitators. After that, a post-event questionnaire was distributed post-event to gain insights into the takeaway that the participants got from the event, gather their satisfaction on the program, and learn from them related to possible topics they would like to have future programs. Ultimately, this event was free of cost, and all attendees received certificates of participation.

Post-webinar

After attending the webinar, participants were asked to answer several questions in a post-webinar survey regarding the APA citation session and the Mendeley session. In total, 100 participants completed and returned the survey to us. For each session, we presented the participants with the same types of questions, namely; how satisfied are they with the session, whether the sessions ease the participants' utilization of the style/application, how much knowledge did they gain of the main topic from attending the session, and whether the participants will continue to utilize the style/application.

Since our event started with the "APA Citation 7th session, the first set of questions revolves around that particular session. When asked about their thoughts, a vast majority of the participants were satisfied with the session. In this regard, 48 participants found the session very satisfying, and 47 expressed that the session was satisfying; meanwhile, five

participants had neutral thoughts regarding the session, as shown in Figure 4.

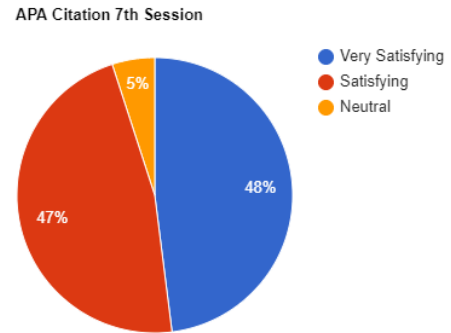


Figure 4. Participants' responses toward the APA Citation 7th session.

When asked about to what extent the knowledge they attained regarding APA Citation 7th after attending the session, 50 participants expressed that they have gained quite a substantial amount of knowledge, 47 participants claimed that they had received a substantial amount of knowledge. Meanwhile, two participants did not gain too much knowledge, and one student claimed that they had gained very little knowledge of APA Citation 7th from the session.

Furthermore, we also asked the participants to write about what they specifically learned from the session. The majority of the participants expressed that they learned more about the seventh edition of APA, how to differentiate it from the previous editions, and how to utilize it properly. Figure 5 below illustrated the information regarding the improvement of APA 7th Citation knowledge perceived by the participants.

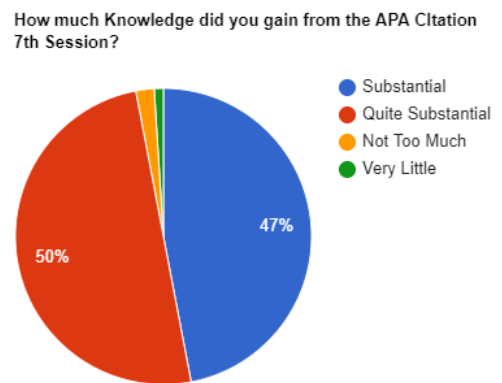


Figure 5. Participants' perceived knowledge improvement on the APA Citation 7th referencing style.

As the last question for the APA Citation 7th session, we asked the participants to rate how well the speaker did during the session. An overwhelming majority of the students expressed that the speaker did an excellent job, while only one participant found the speaker to be average. Regarding this, 33% and 35% of the overall participants rated 10 and 9 for the presenters, respectively. Meanwhile, around 31% of them rated around 7 to 8 for the presenters.

As mentioned beforehand, the Mendeley Application session will have the same type of questions as the APA Citation 7th session. For the first question, participants were asked whether they were satisfied with the Mendeley Application session.

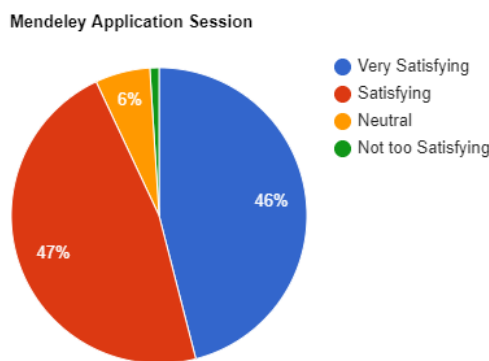


Figure 6. Participants' responses toward the Mendeley application session.

Upon inquiring of the session's thoughts, 47 participants claimed that the session was satisfactory, 46 participants found it to be very satisfying. Meanwhile, 6 participants had neutral thoughts, and one participant found it to be not too satisfying.

Afterward, we asked the participants about the knowledge that they gained from the Mendeley session. There were 54 participants who claimed that they had attained a substantial amount of knowledge from the session, and 44 students gained quite a substantial amount of knowledge. Meanwhile, one student expressed that they did not gain too much knowledge, and one student gained very little knowledge of Mendeley.

Upon further inquiries, we found out what the participants mostly learned from the session. Most of their answers revolve around getting to know Mendeley and how to utilize the application for an easy method of citation and reference within their academic papers. This information can be identified further in the following Figure 7.

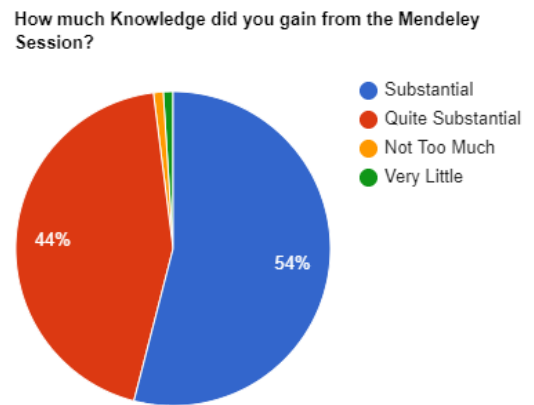


Figure 7. Participants' perceived knowledge improvement on the Mendeley application.

As the last question within our survey, the participants were required to rate the speaker's performance for the Mendeley session. The majority of the students gave the speaker an extremely high score. The entirety of the students essentially found the speaker to be at least above average.

CONCLUSION & RECOMMENDATION

In conclusion, this article has comprehensively explored the basis for the community empowerment program and the workshop itself. Regarding this, the workshop was prompted by the importance and the urgency to enhance the understanding of referencing properly, especially in academic writing. Consequently, it is critical for both university students and teachers/academicians to understand the nature of plagiarism and how destructive it can be to one's academic career.

To address this, the Primary School Teacher Education and the Center of Language and Culture, better known as PSTE and CLC of President University, decided to start a workshop that focused on discussing the importance of citations and referencing style of APA 7th. It is important to note that there are several ways to cite ideas and others' works. In light of technology, the workshop also discussed the use and the help of referencing managers, specifically Mendeley.

The main idea of this workshop is to enlighten students about APA 7th and Mendeley to help them in utilizing technology in their academic journey and maintain their integrity as academicians. Referring to the results and discussion segment, it can be seen that the workshop is considered successful since many participants were actively involved

during the questions and answer session, which showed their enthusiasm to learn and understand more about the topic being discussed. The participants also excitedly joined the discussion session. Furthermore, they responded positively towards the event, as illustrated in this paper's results and discussion part. Therefore, the authors can agree that the workshop did achieve its original purpose.

By comparing the data that we have gathered from the pre-webinar form and the post-webinar form, it can be identified that our event, which focuses on introducing and familiarizing the participants with APA Citation 7th edition and Mendeley had essentially helped them in terms of understanding the style and application, and how to utilize it properly. The majority of the students who initially had difficulties utilizing the style and application reported that they had gained significant knowledge regarding APA Citation 7th edition and Mendeley.

Interests in the utilization of APA Citation 7th edition and Mendeley by students who were unfamiliar with the style and application had increased according to the data that we have gathered; therefore, it is safe to assume that the two sessions within our event had been proved to be helpful for the students in terms of expanding their knowledge regarding the proper utilization of citation and reference within their academic papers.

Furthermore, the authors expect that this workshop will contribute to the increase of awareness regarding the importance of citations and the technology that can also help maintain the act of referencing. The authors intend to ensure that this workshop is only one out of many more other actions that can be done to increase the knowledge of previously mentioned issues. The increase of awareness on the importance of referencing and Mendeley as a tool to help manage references is crucial for students and everyone in the academic scene. Therefore, it is strongly recommended for teacher education institutions to embed the training of citation and referencing into the teacher's education program to enhance pre-service teachers' skills in maintaining the accuracy of citation and referencing as an integral and essential part of research literacy.

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