Utilization of The Publish or Perish Application as a source of Reference Digital in Compiling Textbooks by Islamic Boarding School Teachers

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Abstract. This study aims to describe the use of digital applications PoP in the process of compiling textbooks by the teacher assembly of the Royatul Islam Islamic boarding school. This research is qualitative approach with the type of research in the form of community service, namely PAR (Participatory Action Research). The subjects in this research included 20 field teachers (field experts) at the Royatul Islam Islamic Boarding School. Data collection methods using techniques in the form of interviews, observation and documentation. The data collection instrument is in the form of a questionnaire, before and after the activity. The data collection instrument is in the form of a questionnaire, before and after the activity is carried out. This cycle is known as KUPAR (to Know, to Understand, to Plan, to Action and to Reflection).The results showed that 90% of the participants answered that they were able to operate the PoP digital applications to find references in preparing textbooks. In addition, 90% of participants agreed that the PoP applications would increase their knowledge and skills in finding references in compiling textbooks

Keywords: Publish or Perish, Text Book, Digital Application

1   Introduction

According to the Law of the Republic of Indonesia Number 14 of 2005, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and releasing students in early childhood education through formal education, basic education, and secondary education.

Teachers are required to develop their professionalism continuously, namely by developing their competencies which are carried out according to needs, gradually, continuously to improve their professionalism [1]. Continuous professional development, including: self-development, scientific publications, and innovative works. Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia Number 16 of 2009 regulates that the scope of scientific publication activities includes scientific publications on research results or innovative ideas in the field of formal education and the publication of textbooks, enrichment books and teacher guides.

Professional teachers are teachers who have special abilities and expertise in the field of teaching so that they must be able to carry out their duties and functions as a teacher with optimal abilities [2]. Based on these demands, it is imperative for professional teachers to conduct research, especially in facing global challenges. Therefore, the development of teacher professionalism is needed to apply and compile various learning tools for the Independent Curriculum, including the creation of textbooks. Teacher professionalism concerns pedagogical, personality, professional and social competencies, In addition to being required to be skilled in teaching, professional teachers must also have/have broad scientific abilities, be wise, and also be able to socialize well [3].

At this time, teachers are confused by the implementation of the Independent Curriculum at all levels of education, with teachers being a professional category that is included as a field requiring special expertise. As professionals, educators, the teacher's main task is to educate, train, direct, guide, assess and evaluate students to prepare the next generation who will face new challenges in the 21st century [4].

Including the Royatul Islam Islamic Boarding School which is the subject of this research, this Islamic Boarding School has just implemented the Independent Learning Curriculum. However, in terms of readiness and completeness of teaching materials, teachers still have difficulties. Based on the results of an initial study of the Royatul Islam Islamic Boarding School teacher assembly, the data shows that the teacher assembly has never attended training in preparing the Independent Curriculum learning device, which is 80%. Furthermore, the current complaint or need related to the Independent Curriculum experienced by this assembly of teachers is the preparation of learning tools, especially textbooks that will be used in learning activities. Apart from that, in the initial survey. The research team asked for the opinion of the teacher assembly regarding the urgency of holding training for the preparation of the Independent Curriculum Textbook at this school, all the teacher councils responded that if training was carried out for the preparation of the Independent Curriculum Textbook at this school, it would greatly help the learning process going forward.

If identified, various problems that hinder teachers in compiling textbooks are caused by several factors, such as limited library access, ignorance of finding good reference sources on the internet [5] and lack of reading scientific articles. In fact, according to Sutrisna, without reading, a person will also have difficulty writing [6]. Besides that, the lack of experience in writing scientific papers [7], makes many teachers confused about choosing the right research methodology in their writing [8].

As a solution to the problems that occurred, researchers chose to use the reference manager application and literature review training as an effort to improve the writing skills of teachers. Namely by providing training to teachers to utilize the PoP application to find sources of information to then compile them in textbooks as a form of teacher scientific work.

Currently there is a variety of software that can be used to help write scientific papers. One of them is the Publish or Perish application, which really helps a writer in collecting various references to scientific works, both in the form of books and previous research articles. This is very useful for a researcher considering that the main problem experienced by teachers is difficulty in collecting and compiling reference lists [9]

This PoP application was developed by Anne-Wil Harzing in 1990 and went online in 1999 and became accessible to the public in 2006. The purpose of this application is to assist students and other scholars in their academic studies and research. This application continues to be developed with the latest updates. It was noted that when this article was written, the PoP application had received an update to 8.6.4214 on December 8, 2022. This application requires an internet network connection to access various data from the database system and can be run on various operating systems such as Windows, Linux and Mac OS. This application can be downloaded via the link https://harzing.com/resources/publish-or-perish/ depending on the operating system used.

In the PoP application, a writer can access various references from various big data scientific works such as Google Scholar, Scopus, Web Science, Microsoft Academic, PubMed, and Crossref. Apart from that, each individual can sync their personal database using the application programming interface (API) provided by the database provider with a paid system [10].

In academia, the phrase "publish or perish" is more than a pervasive culture; it reflects a harsh reality—one in which scholars are under immense pressure to publish their research findings in scholarly journals in order to advance their careers. Scientific publications are usually considered a significant metric for academic performance. This pressure, in turn, provides a major incentive for academics to submit their manuscripts to journals [11].

The publish-or-perish policy increased in popularity in the higher education institutions of developing economies where Ph.D. and D.Sc. degrees became the main criteria for faculty positions at universities and research institutions. The policy dictates that academics report publications to meet "expectations" and "objectives" in the work plan [12]. Of course, academic and research departments aim for a list of publications in top journals; however, publishing in top journals is a difficult and time-consuming process; scholars and academics face a trade-off: publishing in predatory journals or "perishing".

In line with this, there are several previous studies, which have provided several suggestions regarding efforts to improve scientific writing among teachers through various methods. Such as Mendeley application training for references in writing scientific papers for Handayani High School teachers by Pahmi et al [13]; Mendeley application training as a reference in writing scientific papers for Dwijendra Vocational School teachers in Denpasar [14]; improving skills in writing scientific papers through workshop and collaborative learning models by Musaljon et al [15]; Mendeley Training to Support the Scientific Work of Titian High School Teachers Teras H. Abdurrahman Sayoeti [16]; Utilization of the 'Publish Or Perish' Application as a Citation Analysis Tool in the Communication Studies Journal of Padjadjaran University by Aulianto [10]; Training on Using "Harzing Publish or Perish" Software to Search Literature and References by Etami, et all.[17] and Efficiency of "Publish or Perish" Policy—Some Considerations Based on the Uzbekistan Experience by Bahtior et.al [11].

Through the various studies previously described, the majority utilized reference manager applications and literature review training as an effort to improve teachers' writing skills. Therefore, through this study researchers will examine the use of the

Publish or Perish application as a means to collect various information that supports improving teacher quality in compiling textbooks that can be utilized by teachers in schools. This study will describe in detail the use of this application as a source of digital literacy in writing textbooks.

The aims of this study is to describe the use of digital applications PoP in the process of compiling textbooks by the teacher assembly of the Royatul Islam Islamic boarding school amounting to twenty teachers.

2   Methods

This research is qualitative approach with the type of research in the form of community service, namely PAR (Participatory Action Research). Participatory Action Research is a research model that seeks something to connect the research process to the process of social change [18]. PAR is a type of research in the form of community service in the form of research activities which are implemented in participatory action by researchers together with the community in the social sphere to achieve a change in social conditions for the better. Research subjects are important things that must be present in research, namely people who act as actors in an activity who can provide information. The subjects in this research included 20 field teachers (field experts) at the Royatul Islam Islamic Boarding School. The data sources used include field data, namely informant data as primary data sources and library documents as secondary data. Field data, namely data obtained by the author from the field by direct participation of participants who have taken part in training, includes needs questionnaire data, questionnaires before and after training in using the publish or perish application in compiling textbooks. Meanwhile, library document data is data obtained from statutory regulations, books, journals, or others that have relevance to the problems raised by the author. Data collection methods using techniques in the form of interviews, observation and documentation. The data collection instrument is in the form of a questionnaire, before and after the activity is carried out. This cycle is known as KUPAR (to Know, to Understand, to Plan, to Action and to Reflection).

3   Results and Discussion

In extracting data, this research used a mentoring method based on Participatory Action Research (PAR), namely a research method carried out in a participatory manner among teachers at the Royatul Islam Islamic boarding school to encourage action in the form of preparing textbooks so they could be published. The results are described in the application of PAR steps, namely (1) Social preparation, (2) Community Research Social Problem Diagnostic, (3) planning, (4) Political Action, and (5) reflection.

These five steps are explained in detail as follows:

— *First,* Social Preparation (Designing Humanitarian Communication) In social preparation this means knowing and understanding society. The social community subjects in this research were 20 subject teachers. The communication that was built at

this stage was communicating with the head of the Royatul Islam Islamic boarding school, H. Jasriwaldi, lc. As well as the junior high school principal, Febrizoni, S.Pd. I. And the head of SMA, Tajuddin, S.HI. related to school conditions in terms of providing facilities to support teachers in preparing teaching materials easily. Also, the readiness of schools and teachers to implement the independent curriculum. This readiness includes textbooks or teaching materials prepared by the teacher. Apart from that, we also conducted interviews with teachers directly to find out the obstacles faced by teachers in preparing teaching materials at the beginning of the semester. At the end of this process the researcher distributed questionnaires to teachers regarding the teacher's initial needs analysis and the researcher's initial steps to determine whether there was a need for textbook writing training by utilizing the Publish or Perish digital application in compiling textbooks by teachers at this school.

— *Second,* Community Research Social Problem Diagnostics, namely analyzing problems that exist in society. After carrying out social preparation by conducting interviews and distributing questionnaires to teachers, the researcher knew and understood the initial conditions of the teachers at the school, so the researcher was able to identify several problems or obstacles faced by the school and teachers in compiling the Merdeka curriculum textbooks. The problems are as follows: (1) There are no standard guidelines for compiling teaching materials. Teachers at schools have so far made teaching materials before starting learning, but the teachers' teaching materials are still very simple. (2) there is no checking from the school whether the teaching materials prepared by the teacher are in accordance with the format of teaching materials that can be used in schools. (3) there is no assistance from the school to prepare teaching materials that are in accordance with the curriculum being implemented at the school. From these three big problems, it can be concluded that teachers experience difficulties in compiling teaching materials.

— *Third*, Planning The term people organizing or what is better known as community organizing. The term organizing here is more interpreted as a comprehensive process framework for solving problems in society. In the planning process carried out by the researcher, the researcher designed the form of training that would be given to teachers who faced problems in compiling textbooks. This planning includes training time, training materials, and presenters who will deliver the training. Below is a diagram of the training planning carried out for teachers to solve existing problems, namely by implementing training on the use of the Publish or Perish digital application to compile textbooks.

Table 1. Planning of Training on the use of the Publish or Perish digital application

Time		Materials
Day 1 (20 Juni 2023)	1.	Strategies and tips for success in writing textbooks
	2.	Practical tips for choosing a publisher who is a member of IKAPI for publishing books with ISBN
	3.	Get to know the Publish or Perish digital application
Day 2 (1 Juli 2023)	1.	Turnitin and tips for reducing writing similarity

	2.	Divide participants into groups
	3.	Participants sit in groups to practice using the PoP application directly
	4.	Participants in the group prepare textbooks according to the textbook outline
Day 3 (8 Juli 2023)	1.	Group 1 textbook presentation and input from resource persons and participants
	2.	Group 2 textbook presentation and input from resource persons and participants
	3.	Group 3 textbook presentation and input from resource persons and participants
	4.	Group 4 textbook presentation and input from resource persons and participants
	5.	Group 5 textbook presentation and input from resource persons and participants
	6.	Group 6 textbook presentation and input from resource persons and participants
	7.	Group 7 textbook presentation and input from resource persons and participants
	8.	Group 8 textbook presentation and input from resource persons and participants
	9.	Group 9 textbook presentation and input from resource persons and participants

In this table, there is a training plan for preparing textbooks for three days. The first day took place on June 20 2023 with the presentation of material by the research team. During the material, participants were actively involved in providing direct participation to practice the material being taught, namely directly practicing using the Publish or Perish digital application to search for sources of information for the teaching materials to be prepared. Second day, July 1 2023. The activity carried out was a presentation of material from the research team about turnitin. As well as dividing participants into groups based on their respective fields of study. Example: Mathematics teacher, fellow mathematics teacher, science teacher, fellow science teacher. The following is a classification of groups based on the participants' fields of study at school:

Table 2. Classification Of Groups Based On The Participants' Fields

No	Field of Study	Number of participants
1	Math teacher	2
2	Natural Science Teacher	3
3	English teacher	3
4	Indonesian Language Teacher	2
5	Islamic Religious Education Teacher	3
6	Social Studies Teacher	3
7	Counseling Guidance Teacher	1
8	Citizenship Education Teacher	1
9	Teacher of Fiqh and Kitab	2
Amount		20

The classification of teachers based on the field of study contained in the table is 2 teachers in the mathematics teacher group will compose mathematics subject textbooks, 3 teachers in the natural science (science) teacher group will compose science books, 3 English teachers will compose English textbook, 2 teachers in the field of study of Indonesian will make an Indonesian language textbook, 3 teachers in the field of Islamic religious education will form one group and will make a textbook for Islamic religious education, 3 teachers in the social sciences teacher group will make social science book, 1 guidance and counseling teacher will create a counseling guide textbook for students at school. 2 Citizenship Education teachers will create a citizenship textbook. And 1 teacher will make a textbook about fiqh and kitab.

— *Fourth*, Political Action Namely forming new social groups. This is done for problem solving. At this stage the researcher carried out previously planned stages, namely providing training related to the use of digital publish or perish applications to prepare teaching materials. The tip at this stage is to divide teachers into their respective areas of expertise. For example, dividing Mathematics teachers into groups of fellow mathematics teachers. This is done so that within the group they can exchange opinions and knowledge

The implementation stage is carried out in the form of training, demonstrations and simulations for teachers. The training was held for one day on June 20 2023 until 8 July 2023. Providing teachers with basic knowledge about textbook writing techniques, practical tips for choosing publishers who are members of IKAPI for publication of ISBN books, proficiency in using the Publish or Perish application to add references for writing textbooks, and there is Turnitin material and tips for reducing writing similarity as well as the introduction of an independent learning platform so that teachers in schools can develop professionalism in writing textbooks. The material provided by the resource persons is very important and is needed by teachers to help produce textbooks. The material is skills in nature, so it can be directly practiced at the demonstration and simulation stages directly by teachers as training participants.

During the delivery of material about the Publish or Perish application, the presenter motivated the participants to be enthusiastic about publishing textbooks. Over the past 3 years, teachers have had a lot of teaching materials prepared at the beginning of each semester. However, the teaching language compiled by teachers has only been stored neatly on the teachers' computers all this time. Therefore, the research team chose to provide training on Publish or Perish to enrich teaching materials that had been compiled by teachers to be published into textbooks that had many benefits for teachers and students. The following is a sketch that was conveyed to participants whether they wanted to publish the textbook or destroy it. With the word 'annihilate' many training participants answered that they would publish it.
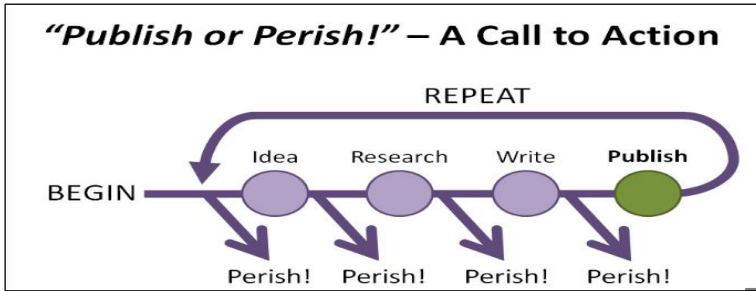
Fig. 1. Publish or Perish sketches to motivate trainees

In the PoP application, a writer can access various references from various big data scientific works such as Google Scholar, Scopus, Web Science, Microsoft Academic, PubMed, and Crossref. Apart from that, each individual can sync their personal database using the application programming interface (API) provided by the database provider on a paid basis. For more details, the display can be seen in Figure 2 below:
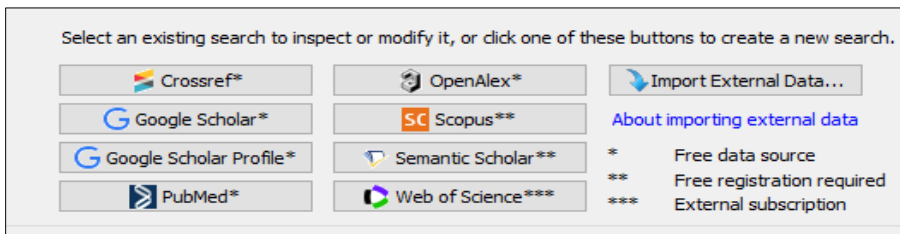

Fig. 2. Database of PoP

Furthermore, we can start a search for scientific papers by selecting one of the databases and determining the type of search whether through the title, keywords, author, or the name of the intended journal. Researchers can also determine the number of articles they want to display and the year limit for the articles they want to appear. In more detail, it is shown in the following pictures:

Fig. 3. Database of PoP

Figure 3 shows the type of search in which a researcher can determine articles that are relevant to the research being carried out. A researcher can search by name of the article author, publication journal, title or keywords that are appropriate to the research. A researcher can also limit the number of articles they wish to appear and the year of publication. As shown in the following pictures:

Fig. 4. Database of PoP

Through the series of explanations above, it can be understood that using the PoP application is very useful not only for students but also for teaching staff to make it easier to find the required reference sources [19]. In other words, it can be said that this application provides the widest possible opportunity for all academics, including lecturers, researchers and students, specifically to explore and elaborate on various scientific treasures from various scientific reference sources. For a more complete tutorial on using the publish or perish application, you can access it via the following link: https://www.youtube.com/watch?v=mXzPN73BDgI

— *Fifth*, Reflection is the action of the results of activities or assessing the successes and shortcomings of all components of activities towards social change which is the vision of society. The companion reflects and analyzes the results of the activities that have been carried out. At this stage the researcher evaluated the results of the questionnaire that had been filled out by the participants during the training. The following are the evaluation results obtained.

The evaluation carried out was a sharing session and providing mutual feedback on the results of the implementation of the PoP application. Next, participants filled out a questionnaire that was given directly after the training was carried out, to find out the results obtained by the teachers during the training and practice using the digital publish or perish application. After training is complete, researchers continue to monitor the teachers' process of compiling textbooks via the WhatsApp group. The following are the results of participants' assessments of the training that has been carried out:

Table 3. Evaluation Results of Training Materials

No	Statements	Respons	
		Yes	No
1.	The material presented is in accordance with the theme of the training	100 %	
2.	The material presented is easy to understand	100 %	
3.	The speaker presented the material attractively	100 %	
4.	The material presented is accompanied by examples	100 %	
5.	Have you ever used PoP before this mentoring activity?		100 %
6.	Are you skilled at using PoP to find open book references after attending this training?	90 %	10 %

7.	Can the training you attend increase your knowledge and skills in compiling textbooks?	90%	10%
8.	Will you publish your book after taking this training?	100%	
9	Is your manuscript now ready to be published?	60%	40%

Based on the results of the questionnaire completed by the training participants, it can be seen that the material presented by the presenters was in accordance with the training theme, short, clear, precise and easy for the participants to understand. This is because the presenter in presenting the material is accompanied by a textbook example (template), and the presenter responds appropriately to any doubts the participants have in preparing the textbook. The teachers agreed that they had never participated in textbook writing training assisted by the PoP application. However, after participating in the training on using the PoP digital application, teachers are 90% skilled at using the application. All participants in this training agree to publish the textbooks that have been prepared so far. At the end of this questionnaire, as many as 60% of the trainees admitted that they had manuscripts that were ready to be sent to be published as textbooks.

In addition to the direct questionnaire that was distributed to the participants, the researchers also distributed Google forms before and after training on using the Publis or Perish application. The following are the results of the Google Form pretest and posttest which were distributed to training participants in this research.

Table 4. Evaluation Results of Pretes and Postest

No	Statements	Pretest (%)	Postest (%)
1	Do you currently have a textbook manuscript that is ready to be published?	30,25	80,54
2	Do you have problems in compiling teaching modules into a book?	80,78	24,32
3	Do you know textbook writing techniques?	32,43	94,52
4	Do you know practical tips for selecting and publishing textbooks that are members of IKAPI for publication of books with ISBN?	27,03	83,78
5	Have you ever used a digital application to search for information or textbook material?	10,12	90,58
6	Have you ever used the Publish or Perish application to search for scientific articles	0	100
7	Do you know how to use the Publish or Perish application to search for scientific articles?	0	90
8	Do you know the Turnitin application for measuring the level of similarity of writing to other people's work?	0	97,83
9	Are you interested in publishing a textbook?	40,54	98,34

Based on the results of Table 2 above, the lowest percentage in the pretest results is regarding teacher knowledge about the Publish or Perish application, namely 0%.

Almost all teachers in this school are not aware of PoP and Turnitin. Meanwhile, the highest percentage of pretest results was related to obstacles in compiling teaching modules into a book, namely 80.78%. The biggest obstacle encountered by teachers is the source of information (material). The lowest percentage of posttest results was 60.54% regarding textbook manuscripts that were ready to be published. Meanwhile, the highest posttest result was 100% regarding teacher knowledge about the PoP application as a digital information source that can enrich the content of teachers' textbooks.

The following graph shows the increase between pretest and posttest scores:
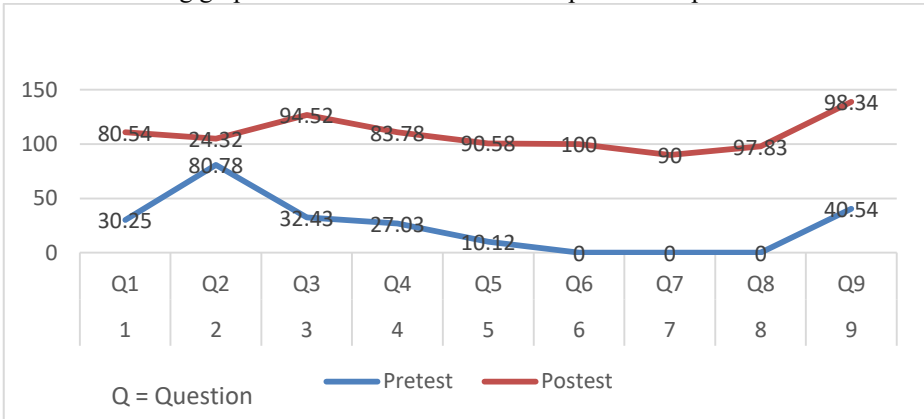
Fig. 5. Pretest And Posttest Results From The Program Using Pop To Prepare Textbooks By Teachers

In terms of each element of the question in the article, it can be explained as follows: (Q1) the element of whether the participant has a textbook manuscript that is ready to be published at this time, the pretest result was 30.24%, while the posttest result was 81.54%. This shows that the existence of this training has increased by 51.3% regarding textbook texts that can be published. (Q2) the aspect of obstacles faced by teachers in compiling textbooks obtained a pretest result of 80.78%, while the posttest result was 24.32%. This shows that obstacles in compiling textbooks are reduced because participants take part in training using PoP to compile textbooks.

(Q3) aspects of teacher knowledge regarding techniques for compiling textbooks obtained a pretest result of 32.43%, while the posttest result was 94.52%. This shows that the participants' knowledge increased by 62.11% regarding the teacher participants' knowledge about techniques for compiling textbooks. (Q4) The aspect of participants' knowledge in choosing a good publisher to publish their textbooks was that the pretest results were 27.03%, while the posttest results were 27.03%. 83.78%. These results show that there is an increase in participants in the aspect of choosing a good publisher to publish their textbooks by 56.75%.

(Q5), the aspect of whether or not you have used digital applications to search for material in textbooks, the pretest results were 10.12%, while the posttest results were 90.58%. (Q6), the aspect of whether or not you have used publish or perish to search for scientific articles, the pretest result was 0%, while the posttest result was 100%.

This means that before this training, none of the participants had ever used PoP to search for scientific information in the process of compiling textbooks. (Q7) aspects of basic knowledge using digital PoP applications obtained pretest results of 0%, while posttest results of 90%. This shows a large increase in participants' knowledge of digital PoP applications. (Q8) aspects of participants' knowledge about Turnitin to see the level of similarity of writing with other people obtained a pretest result of 0%, while the posttest result was 90%. These results show an increase of 90% in participants' knowledge about Turnitin to see the level of similarity of writing with other people. (Q9) for the aspect of participants' interest in publishing textbooks, the pretest results were 40.54%, while the posttest results were 98.34%. This shows that there was a high increase after training on the use of the gidital Publish or Perish application was carried out for teachers.

4   Conclusion

Based on the results of the activities and questionnaires given to participants, it can be concluded that using the Publish or Perish digital application helps improve participants' knowledge and skills in adding references to be compiled into a textbook. This is proven by questionnaires that have been distributed to participants before and after the training, either directly or via Google form. The lecture, demonstration and simulation methods using the Publish or Perish application were considered successful in increasing teachers' knowledge before and after training. After participating in training to utilize the PoP digital application, teachers were 90% skilled in using the application. All participants in this training agree to publish the textbooks that have been prepared so far. At the end of this questionnaire, as many as 60% of the trainees admitted that they had manuscripts that were ready to be sent to be published as textbooks.

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