Increase interest in scientific writing through Mendeley workshop

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Abstract
Creating an academic atmosphere for students can be achieved through various means, one of which involves writing scientific papers. Presently, students are required to actively engage in this practice. However, not many students grasp the correct method of citing and compiling a bibliography. The objective of this activity is to enhance interest and proficiency in utilizing Mendeley. The training was conducted in two phases: initially, presenting materials concerning the introduction and benefits of the application, followed by practical exercises in operating Mendeley, from entering reference data to implementing citations in Microsoft Word documents. Consequently, participants of the training have experienced the advantage of effortlessly managing references for their scientific papers. Furthermore, workshop attendees have expressed increased enthusiasm towards writing and undertaking scientific assignments and projects, as Mendeley eliminates the inconvenience of organizing bibliographies.

Keywords: Mendeley; Reference; Reference manager; Writing

Meningkatkan minat menulis karya ilmiah melalui pelatihan Mendeley

Abstrak
Menciptakan iklim akademis bagi mahasiswa bisa diciptakan melalui berbagai cara, salah satunya dengan menulis karya ilmiah. Saat ini, mahasiswa dituntut aktif menulis karya ilmiah. Akan tetapi, belum banyak mahasiswa memahami cara mengutip dan menulis daftar pustaka dengan tepat. Tujuan dari kegiatan ini adalah untuk meningkatkan minat dan kemampuan dalam menggunakan Mendeley. Pelatihan dilakukan melalui dua tahap yaitu pemaparan materi tentang pengenalan dan manfaat aplikasi kemudian praktik mengoperasikan Mendeley, dari input data referensi sampai menerapkan sitasi di lembar kerja Microsoft Word. Hasilnya, peserta pelatihan dapat merasakan manfaat berupa kemudahan dalam mengelola referensi dalam menulis karya ilmiah. Selain itu, peserta workshop merasa lebih bersemangat dalam menulis maupun mengerjakan tugas maupun proyek ilmiah tanpa repot mengatur daftar pustaka ketika menggunakan Mendeley.

Kata Kunci: *Mendeley; Referensi; Manajemen referensi; Menulis*

1. Introduction

The academic community, encompassing faculty, students, and administrators, is defined by its commitment to scholarly pursuits, scientific rigor, and an academic culture rooted in shared values, evidence-based knowledge, and innovation. Faculty members

educate and mentor students, who in turn develop into future intellectuals, researchers, practitioners, and professionals. A core responsibility of this community is the creation and dissemination of scholarly works, ranging from student assignments and theses to faculty research reports, publications, and books.

In Indonesian higher education, final-semester students are typically required to conduct research culminating in a written thesis or dissertation, which must include a comprehensive list of references. However, studies have shown that students frequently encounter difficulties in academic writing, particularly in compiling accurate and complete bibliographies (Anggraini & Saleh, 2021; Anwar, 2021; Wahed et al., 2020). Challenges in reference list construction can diminish students' motivation to engage in writing and indicate a lack of proficiency in scholarly communication (Anggraini & Saleh, 2021). These difficulties are not exclusive to students; some faculty members also report challenges in compiling accurate reference lists (Goma et al., 2022).

Similar issues are observed at the Institut Islam Mamba'ul 'Ulum (IIM) Surakarta, where many students struggle to develop research proposals and write scientific journal articles. Managing references and generating properly formatted bibliographies pose significant challenges. Many scholarly works fail to include accurate reference lists that reflect the sources cited. This issue often overwhelms students completing their final assignments because they are still constructing bibliographies manually (Anggraini & Saleh, 2021).

This challenge extends beyond thesis proposals and research reports to the writing of scientific articles for journal publication. Many students aspiring to publish their work struggle with the effective use of citation management software. This is particularly relevant given the increasing trend among journal editors to require authors to utilize such software in manuscript preparation.

Variations in citation styles also present a challenge, confusing students in the writing process. This often results in administrative errors, as students lack familiarity with specific journal style guidelines (Fernandez et al., 2020), leading to improperly formatted articles (Widiana et al., 2022).

While citation management applications can simplify the process of obtaining accurate citations, novice writers who lack familiarity with these tools may find them challenging to use, particularly students. Therefore, it is crucial to provide instruction on the effective use of citation management software, particularly for students preparing their skripsi or writing scientific articles. Addressing this issue is essential to maintain and enhance the academic environment.

Currently, various citation management applications can assist in generating accurate reference lists and function as flexible, personalized libraries accessible from any location and directly linked to the author's work. One such popular application is Mendeley Reference Manager, used by millions of researchers worldwide to manage their references (Anwar, 2021).

At the Institut Islam Mamba'ul Ulum (IIM) Surakarta, most students do not yet utilize reference management software such as Mendeley or Zotero. This is evident in the numerous final assignments containing inaccurate and disorganized reference lists. Frequently, multiple citation styles are used within a single work (Fuada, 2021) failing to comply with established writing guidelines. This issue stems from a lack of awareness of the function and use of citation software. Alumni of the institution have confirmed

that they were unfamiliar with applications for managing references and consequently constructed their reference lists manually (Wicaksa, 2019).

The issues highlighted above suggest that workshop participants (students) generally encounter the same challenges as documented in previous studies. First, many students lack a comprehensive understanding of how to accurately compile a list of references (Goma et al., 2022; Wicaksa, 2019). Second, poorly managed reference data makes creating a bibliography a complicated process for students (Windarto et al., 2018).

Therefore, the research team developed a workshop to address common challenges in academic writing through the effective use of the Mendeley reference management application. The goal was to enable students to generate accurate citations and manage reference lists efficiently in the preparation of their theses or scientific articles.

2. Method

This training program was conducted on December 14-15, 2022, for 23 students from the Faculty of Da'wah and the Faculty of Sharia at Institut Islam Mamba'ul 'Ulum (IIM) Surakarta. The training aimed to facilitate learning and implementation of Mendeley for academic purposes. This partnership was aligned with the institution's mission to become a World-Class Islamic Institute, as this training is instrumental in achieving that mission by enhancing scholarly output through increased publication of research articles. To this end, the program focused on developing high-quality human resources (HR) by providing expertise in using the Mendeley application for managing references and creating bibliographies. The training methodology consisted of four key components:

a. Pre-training assessment
   A questionnaire was administered to determine participants' initial knowledge and skills regarding reference management and Mendeley.

b. Instructional sessions
   Participants were introduced to the Mendeley application and its functions. The material covered the Mendeley interface and features, methods for storing references in a personal Mendeley library, and the Mendeley Desktop installation process.

c. Hands-on practice
   Participants engaged in practical exercises using Mendeley within Microsoft Word. This included learning how to: (a) input reference data into Mendeley (manually and automatically); (b) create citations in a working document using the "Insert Citation" function; (c) generate a bibliography using the "Insert Bibliography" function; and (d) modify citation styles. Throughout this phase, participants could ask questions directly to address any challenges encountered.

d. Post-training assessment
   A final assessment was administered to measure the participants' acquired knowledge and skills in using the Mendeley application for supporting scholarly writing.

3. Results and Discussion

The workshop consisted of two primary phases: an introduction to Mendeley and hands-on practice. Following these phases, participants completed a questionnaire to evaluate the perceived benefits of the training. The materials were presented using slides with illustrative GIFs to facilitate understanding of the steps involved.

Participants demonstrated high engagement throughout the workshop. This was evidenced by their focused attention during the sessions and their successful application of Mendeley in their writing. Furthermore, the participants exhibited enthusiasm during the hands-on practice, showing eagerness to apply the new knowledge and asking questions for clarification.

To provide a measurable evaluation of the training's impact, participants completed questionnaires for pre-training and post-training assessments. The pre-training assessment was designed to measure baseline knowledge of Mendeley and its use. The post-training assessment measured participants' understanding of the application and their perceptions of its utility.

3.1. Introduction to the Mendeley application: Features and functions

Prior to the practical exercises, participants received an introduction to the Mendeley reference management application. The purpose of this introductory material was to facilitate ease of use during the practical application phase. Participants received introductory material covering the features and functions of Mendeley, as well as instructions for installation (Figure 1).

Table 1 presents the results of the pre-training assessment, measuring participants' existing knowledge and use of Mendeley. The first question, "Have you ever heard of Mendeley?" revealed limited prior awareness of the application. Specifically, only 29.7% (6 participants) indicated that they had heard of Mendeley, while the remaining participants were not familiar with the software. Similarly, the question, "Are you knowledgeable about Mendeley?" indicated that most participants (82.6%, or 4 participants) reported that they were not knowledgeable about the application. In terms of prior use, only 13% (3 participants) had previously used Mendeley, while the remainder had no prior experience. These data indicated that participants had limited prior knowledge of Mendeley, making an introductory overview necessary before the hands-on practice.

Table 1. Pre-training assessment of Mendeley knowledge and use

No	Indicator	No	Yes
1.	Have you ever heard of Mendeley?	17 (70.3%)	6 (29.7%)
2.	Are you knowledgeable about Mendeley?	19 (82.6%)	4 (17.4%)
3.	Have you ever used Mendeley?	20 (86.9%)	3 (13.0%)
4.	Do you create citations using Mendeley?	21 (91.3%)	2 (8.7%)
5.	Do you use Mendeley to create reference lists/bibliographies?	21 (91.3%)	2 (8.7%)

Mendeley, launched in 2008, is a reference management application (along with alternatives such as Zotero, EndNote, and Refworks) designed to streamline the management of references in scholarly writing. Developers created Mendeley to integrate citation and referencing within a social network framework for scientists and researchers. Mendeley aims to assist researchers in creating citations and managing

references in scholarly projects. Furthermore, Mendeley offers a space for researchers to connect, collaborate, and develop new research (Costas et al., 2019; Faizal, 2020; MacMillan, 2012; Sanjaya, 2022).

Figure 1. Workshop presentation on Mendeley

Mendeley possesses several core functions, including serving as a personal digital library, managing references, creating citations, and sharing reference documents (Sanjaya, 2022). First, when creating a Mendeley account, users establish a digital library. This allows them to input needed references through automated methods using PDF files, online journal providers, or Google Scholar, as well as through manual data entry. Second, as library owners, users can manage various types of references based on their needs, sorting them by reference type (e.g., books, scientific articles, theses) or subject area (e.g., education, social sciences, humanities).

Third, the application facilitates reference citation, which is a key function. Users can easily click "Insert Citation" within the References tab in Microsoft Word. They can also modify citation styles through a few clicks in the settings. Fourth, Mendeley allows users to connect with teams, networks, and colleagues online. In other words, users can easily share their library collections as discussion materials or for developing new research.

Mendeley is a popular reference management application, particularly among students. One reason for its popularity is that it is freely accessible, unlike other applications that typically require subscriptions (Yangui et al., 2020). Many journal editors also recommend Mendeley as a tool for managing reference lists. This is evidenced by the presence of the Mendeley logo on several journal websites, indicating support for and recommendation of the application.

3.2. Using Mendeley in scholarly writing

Following the introduction to the application's features and functions, participants engaged in practical exercises using Mendeley. These exercises focused on importing data into Mendeley, creating citations, and managing reference lists. Referring to the pre-training assessment results (Table 1), questions 4 and 5 confirmed that participants had no prior experience using Mendeley to create citations or bibliographies. The question, "Do you create citations using Mendeley?" revealed that most participants had never used Mendeley for citations. The responses to the question, "Do you use Mendeley to create reference lists/bibliographies?" similarly confirmed that most participants did

not use Mendeley to manage their reference lists. In fact, only 2 participants used Mendeley for either citation or bibliography creation, while the remainder (91.3%) reported no prior use. These results clarify that almost all of the participants had never used Mendeley to create citations or bibliographies in their scholarly writing.

At the beginning of this phase, participants were instructed to create an account on the Mendeley website (https://www.mendeley.com/join). Participants used their individual email accounts to create their digital libraries. Next, they were instructed to install the Mendeley Desktop application and log in using the account they had created. Participants also needed to install the Microsoft Word plugin. The installation driver could be downloaded from the Mendeley website (https://www.mendeley.com/download-reference-manager/windows).

Based on the data in Table 2, participants generally agreed with statements 1 and 2 regarding installing Mendeley on their laptops. For statement 1, "I can install Mendeley Desktop," only 21.7% (5 participants) indicated that they still experienced difficulties, while the remainder "Slightly Agreed" (30.4%) or "Agreed" (47.8%). Statement 2 showed a similar tendency toward "Agree," with only 1 participant (4.3%) indicating that they were unable to install the MS Word plugin, while the remainder "Slightly Agreed" (21.7%) or "Agreed" (73.9%). Based on these results, it can be concluded that the workshop successfully provided an understanding of how to install Mendeley Desktop and the Microsoft Word plugin. In other words, most participants understood how to fully install Mendeley on their laptops.

Table 2. Post-training assessment of Mendeley installation and data input

No	Indicator	Strongly Disagree	Disagree	Slightly Agree	Agree
1.	I can install Mendeley Desktop.	0 (0%)	5 (21.7%)	7 (30.4%)	11 (47.8%)
2.	I can install the Mendeley plugin in Microsoft Word.	0 (0%)	1 (4.3%)	5 (21.7%)	17 (73.9%)
3.	I can input data into my Mendeley library.	0 (0%)	1 (4.3%)	11 (47.8%)	11 (47.8%)
4.	I can input reference data using a file.	0 (0%)	0 (0%)	8 (34.8%)	15 (65.2%)
5.	I can automatically input reference data via a website (OJS/Scholar).	5 (21.7%)	5 (21.7%)	7 (30.4%)	6 (26.1%)
6.	I can input reference data manually.	0 (0%)	5 (21.7%)	14 (60.9%)	4 (17.4%)

A common difficulty encountered during the installation process involved errors in downloading the Mendeley driver. The multitude of Mendeley products confused participants, who sometimes installed the Mendeley Reference Manager application rather than Mendeley Desktop. Ultimately, the project team assisted by providing the Mendeley Desktop driver on a USB flash drive to facilitate installation. After successfully installing Mendeley Desktop and the Microsoft Word Plugin, participants could proceed to learn how to use Mendeley.

During the workshop, participants were asked to input several references, allowing them to become familiar with the process of adding data to the Mendeley library. One crucial step in this process was to verify the accuracy of the metadata (Figure 2). Metadata errors were likely to occur because journals have different templates, which can make it difficult for Mendeley to retrieve the necessary data.

Figure 2. Assisting with reference data input

The success of this phase can be seen in indicators 3-6 in Tabel 2. Indicator 3 confirms that the majority of participants reported that they could input data into their Mendeley libraries. This is evidenced by the fact that 11 participants "Agreed" (47.8%), 11 participants "Slightly Agreed" (47.8%), and only 1 participant "Slightly Disagreed". Item 4, regarding inputting data using a file, revealed that 34.8% (8 participants) "Slightly Agreed," while the remainder (65.2%, or 15 participants) "Agreed."

Figure 3. Assisting with citation creation using Mendeley

Different results were found for item 5, which addressed the ability to automatically input data from a website. The post-training assessment indicated that 21.7% of the participants (5 participants) "Disagreed" and "Slightly Disagreed". The remaining participants, 30.4% (7 participants) "Slightly Agreed", and 26.1% (6 participants) "Agreed." Statement 6 shows that the majority of participants were able to input

reference data manually, with 60.9% (14 participants) "Slightly Agreeing" and 17.4% (4 participants) "Agreeing."

Based on these data, it can be concluded that participants in the workshop successfully used Mendeley in the first stage: inputting reference data. Most participants felt that inputting reference data via PDF files and manually was easier than inputting data via OJS or Google Scholar. This occurred because many participants were not familiar with OJS and used Google Scholar only to search for PDF files, not to download citation files for use in Mendeley. This outcome corroborates earlier research which demonstrated that providing training on Mendeley can substantially enhance its adoption and the effectiveness of its use among researchers (Bugyei et al., 2019; Rajendra, 2021).

The second phase of the training was on creating citations. A citation is a reference to a sentence quoted from a text or document that contains that sentence and includes the author of that text or document. Citations are essential in scholarly writing to give recognition to previously published works (ideas, theories, or opinions) (Sanjaya, 2022).

After inputting several data as references in the Mendeley library, participants were instructed to attempt to create citations in their scholarly writing (Figure 3). Users can click "Insert Citation" in the References menu after writing the sentence they have quoted or press Alt and M on the keyboard. After the Mendeley Citation Editor pop-up appears, participants are instructed to type a keyword (title or author's name) in the search box, then select the reference they have input into the Mendeley library. Finally, click "OK" to have Mendeley insert the citation in the quoted sentence.

Table 3. Post-training assessment of citation, bibliography management, and style modification

No	Indicator	Strongly Disagree	Disagree	Slightly Agree	Agree
1.	I can create citations using Mendeley in Microsoft Word.	0 (0%)	0 (0%)	6 (26.1%)	17 (73.9%)
2.	I can create citations using multiple references simultaneously.	0 (0%)	1 (4.3%)	6 (26.1%)	16 (69.6%)
3.	In my opinion, it is easy to create citations when using Mendeley.	0 (0%)	0 (0%)	6 (26.1%)	17 (73.9%)
4.	I can create a bibliography using Mendeley.	0 (0%)	0 (0%)	1 (4.3%)	22 (95.7%)
5.	In my opinion, it is easy to create a bibliography/reference list when using Mendeley.	0 (0%)	3 (13.0%)	4 (17.4%)	16 (69.6%)
6.	I can change citation styles easily.	0 (0%)	6 (26.1%)	11 (47.8%)	6 (26.1%)

During the training, participants practiced creating citations, both individually and simultaneously using multiple references. Post-training assessment data (Table 3, indicators 7-9) indicated a high degree of success in citation creation. Specifically, all participants demonstrated the ability to create citations using Mendeley (73.9% "Agreeing," 26.1% "Slightly Agreeing"). Furthermore, the majority were able to create simultaneous citations using different references (69.6% "Agreeing," 26.1% "Slightly Agreeing," 4.3% "Disagreeing"), and most participants agreed that creating citations using Mendeley was easy.

After participants successfully created several citations, the workshop continued to the third phase: generating the bibliography and configuring writing styles. To do this, participants were instructed to place the pointer in the Bibliography section and click "Insert Bibliography" in the References menu (Anggraini & Saleh, 2021; Faizal, 2020; Sanjaya, 2022; Wahed et al., 2020). Mendeley will then automatically process all cited references and create a reference list or bibliography.

After everyone successfully created a bibliography with Insert Bibliography, the presenter asked the participants to repeat the first (add references) and second (create citations) phases. Then, the participants were asked to check whether the newly created citations appeared in the reference list. In addition, the training also provided material for configuring the citation writing style. This must be done because some journal managers require the use of a specific citation writing style.

Generally, scientific articles and theses/dissertations use the APA (American Psychological Association) style, with the author's last name and year in parentheses (Molina et al., 2017). However, some journal editors use other formats such as the Chicago Manual of Style or IEEE (Institute of Electrical and Electronic Engineering) (Rabinowitz & Vogel, 2009; Tur et al., 2020). In this workshop, participants were asked to change the citation style using several models. This can be done by clicking the References menu and then changing the Styles column to different styles. With that, the workshop participants had additional knowledge about citation and reference list writing styles.

The results can be seen in Table 3, indicators 10 to 12. Indicator 10 shows that workshop participants tended to "Agree," with 4.3% (1 participant) "Slightly Agreeing" and 95.7% (22 participants) "Agreeing." Indicator 11 shows that 13% (3 participants) "Slightly Disagreed," while the remainder, 17.4% (4 participants) "Slightly Agreed" and 69.9% (16 participants) "Agreed" with the statement "In my opinion, it is easy to create a bibliography/reference list when using Mendeley." As for indicator 12, on the ability to change citation styles, 26.1% (6 participants) "Somewhat Disagreed," while the remainder, 47.8% (11 participants) and 26.1% (6 participants), "Slightly Agreed" and "Agreed."

The findings confirm that workshop participants were able to create bibliographies using Mendeley, although some still had difficulty, especially in changing citation styles. This can be said to be normal because the majority of participants were new to Mendeley. At a minimum, repeated practice and regular application will make it easier for participants to operate and use the Mendeley application.

3.3. Efforts to increase interest in scholarly writing

Shortly before the workshop ended, participants were asked to complete a statement about the utility of the application to see what the participants felt after receiving the Mendeley workshop material. Table 4 shows that the majority of participants felt the benefits of the workshop and were interested in using Mendeley when writing scientific papers. The first indicator shows that the Mendeley workshop provided important benefits for the workshop participants, with 30.4% (7 participants) "Slightly Agreeing" and the remainder (69.6% or 16 participants) "Agreeing." The second indicator shows that most participants were interested in using Mendeley, with only 13.0% (3 participants) "Disagreeing" and the remainder "Slightly Agreeing" (30.4% or 7 participants) and "Agreeing" (56.5% or 13 participants).

These findings confirm that knowledge about Mendeley was able to provide benefits to the participants, even though they were new users. This proves that participants were able to understand the ease offered by the application because they were directly involved in the scientific projects they were working on. This also ultimately made participants feel interested and in need of understanding the material provided in the training.

After understanding how to use Mendeley, participants were also asked to make a statement about their interest in writing after feeling the benefits of the application. Indicator 3 shows that most participants became more enthusiastic about writing scientific papers after learning how to use Mendeley, with 8.7% (2 participants) "Disagreeing" and the remainder tending to "Agree" (43.5% or 10 participants) and "Slightly Agree" (47.8% or 11 participants).

Table 4. Post-training feedback

No	After Training	Strongly Disagree	Disagree	Slightly Agree	Agree
1.	The Mendeley workshop was beneficial for me.	0 (0.0%)	0 (0.0%)	7 (30.4%)	16 (69.6%)
2.	Are you interested in using Mendeley?	0 (0.0%)	3 (13.0%)	7 (30.4%)	13 (56.5%)
3.	After learning how to use Mendeley, I am more enthusiastic about writing scholarly works.	0 (0.0%)	2 (8.7)	11 (47.8%)	10 (43.5%)

Several factors motivated participants to write scholarly works, one of which was the soft skill of using the Mendeley reference management application. After experiencing the ease of operating Mendeley, the participants were able to feel an impulse that made them more enthusiastic about creating scientific papers. This is based on the function of the application, which can increase their work productivity, especially in writing scientific papers (Hicks & Sinkinson, 2015; Hudriati et al., 2018; Zaugg et al., 2011).

4. Conclusion

The training activities ran according to plan, with participants gaining knowledge about how to use the Mendeley application. There was an increase in knowledge, skills, and abilities, as evidenced by participants' transformation from not knowing and being unfamiliar with Mendeley to knowing and being able to operate Mendeley. Furthermore, workshop participants were able to directly apply the knowledge they had gained to the scientific papers they were working on. In this way, participants were expected to fully experience the benefits of Mendeley, making it easier for them to compile their scientific projects.

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