



Reference Manager Training at Universitas Respati Yogyakarta Library

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DOI: [10.30742/tb.v8i2.3836](https://doi.org/10.30742/tb.v8i2.3836)

Received: 18 July 2024

Revised: 3 October 2024

Accepted: 30 October 2024

ABSTRACT

Purpose Research. The library plays a role in providing training and guidance and as an information service provider. Students must be equipped with application information to avoid plagiarism and improve the quality of scientific work. The Mendeley training was conducted at the UNRIYO library. The study aims to evaluate the benefits of training for participants and its impact on the library. **Research Method.** This research method is qualitative. This qualitative research aims to understand social phenomena, such as the effects of Mendeley training on participants and the UNRIYO library. **Analysis Data.** The interview method in this study was to determine the benefits participants felt after attending the Mendeley training and its effects on the library. The research aims to train Mendeley participants at the UNRIYO library. Furthermore, conclusions can be drawn based on the data that has been obtained. **Results.** Mendeley's training at UNRIYO Library is essential to teach students how to manage scientific sources effectively. Although there are still obstacles, this training is beneficial, facilitating access to make references that improve the quality of scientific work and improve library digital services. This shows the library's support for student education. **Conclusions.** Libraries must utilize their role to provide information services for scientific sources. Mendeley's training at the UNRIYO library succeeded in providing an understanding of how to operate and the importance of the Mendeley application in making scientific papers. It is hoped that Mendeley training will become a mandatory component of activities that must be carried out in every university.

Keywords: Mendeley Training, Library, Reference Management Information

A. INTRODUCTION

All groups require literacy abilities. An individual's information literacy abilities determine the caliber of the information they seek and generate (Hisle, D., Webb, KHisle, D., & Webb, 2017). Literacy abilities are essentially taught and familiarized with. Institutions must promote students' reading skills in the context of higher education. Libraries must offer information literacy instruction and assistance and serve as information providers. Additionally, this service offers options for users to access several available knowledge sources to learn autonomously (Istiana, 2014). When writing scientific papers, students must



exercise critical thinking to avoid being involved in the damaging practice of plagiarism that affects multiple parties.

One of the indicators of good scientific work is to avoid plagiarism. Plagiarism often occurs among students, especially when students prepare their final project/thesis. Many students write citations in their thesis but do not include references in the reference list, and vice versa. This happens because many students are not familiar with reference tools such as Mendeley and the like (Wijaya et al., 2022). The quality of the scientific work itself should accompany efforts to increase the quantity of scientific publications. Many scientific papers have not been able to meet the rules of academic writing (Rahmawati et al., 2018). This is not only done by educators, researchers, and practitioners, but final students in higher education have not been able to write well. One of the demands for publication in scientific journals, which requires writing articles using the Mendeley application, is one of the problems for students. Mendeley is a popular application used as a bibliography manager with millions of users (Costas, R., Zahedi, Z., & Wouters, n.d.). *Mendeley* is a reference management application that helps organize scientific articles by creating citations and bibliographies (Pahmi, Ardiya, Wandi Syahfutra & Siti Niah, 2018). Accredited and international journal publications require articles to be written using the Mendeley application (Anwar et al., 2021). If traced, many have written journals about training and socialization of the use of Mendeley, such as (Isma et al., 2022) (Falah, 2019) (Haris et al., 2023). Many more whose contents of the journal are almost all the same but carried out in different areas only in the journal, the authors explain that the training activity is a work program activity in the context of community service events and choose to carry out the training because it is considered essential and very much needed especially among students. Furthermore, the journal results from the activity experience are outlined as an article. The difference in this study is that the author will examine why the UNRIYO library carried out the Mendeley training, how the training was carried out, and whether the training provided results that impacted the library. The purpose of this research is to find out the benefits felt by the participants after attending the Mendeley training and its impact on the library. Because the world of accredited journal publications and international journals requires writing articles using the Mendeley application (Anwar et al., 2021).

Mendeley is not just a reference management tool but also a collaborative platform allowing users to interact and share knowledge. It can help students efficiently manage references, store articles, and easily share research. Features offered by Mendeley, such as the ability to annotate articles, make notes, and share references with peers, further strengthen its position as an invaluable tool in the academic world. Therefore, training in using Mendeley is crucial for enhancing students' information literacy skills.

To achieve the goal of producing high-quality publications, students need to understand and master how to use Mendeley effectively. Utilizing this application can reduce the risk of plagiarism, as students will be better trained in citing appropriate sources in their academic work. This is particularly important given that many academic journals, especially accredited ones, implement strict



standards related to plagiarism and proper writing. Thus, a solid understanding of how to use Mendeley will greatly support students' efforts to produce high-quality academic work that adheres to established academic standards.

B. METHODS

Qualitative research aims to explain events or social phenomena (Sugiyono, 2017). This is consistent with the definition of qualitative research, which generates descriptive data from people's written or spoken words and their observable activities (Asbar Tantu, 2022). Both primary and secondary data sources can be used in the data collection. Primary data sources give data collectors the information directly, while secondary data sources do not give data collectors the information directly. The interview method was used in this study to find out the benefits felt by the participants after attending the Mendeley training and its effects on the library. The technique for selecting informants in this study utilized purposive sampling. This sampling method was based on specific considerations, where the chosen informants met criteria such as participants who actively attended the training until completion, individuals who were actively involved in the implementation of the activities, and participants who could provide information regarding the impact of the training. The object of the research was the participants who participated in the Mendeley training at the UNRIYO library. Qualitative analysis is used to analyze the data that has been obtained. Qualitative analysis is a way to understand the meaning of facts in specific social processes (Bungin, 2022). In this case, the data was obtained from Mendeley training participants at the UNRIYO library. Furthermore, the final stage is drawing conclusions based on the data that has been obtained.

C. RESULT AND DISCUSSION

This training activity occurred at the Respati University Library Yogyakarta on Tuesday, November 21, 2023, and started at 09.00 - 11.00 WIB with 13 participants. One speaker named Moliza Gusriani S.IP filled this training, moderated by Lida Dara S.IP. The library carried out this activity at the suggestion of the head of the library, who said that this Mendeley training had never been held there, even though this training is a training that must be carried out in every university and should even be carried out every new school year to equip new students in making lecture assignments and final assignments later. This training is a means of promoting the digital library owned by the library in the hope that it can make it easier for students to access references and sources of lecture materials. This training activity has three stages of material delivery: the introduction of the Mendeley reference, the second discussion about the benefits of Mendeley, and the last discussion on how to operate the Mendeley desktop and direct practice.

The material about the introduction of Mendeley begins by explaining the various reference manager applications. Then, I will explain what Mendeley is,



starting from the concept to the history and development of Mendeley and explaining the importance of Mendeley in doing quality scientific work. After the presentation of introductory material on what Mendeley is, the history of its development, and the importance of the application, it is continued with the presentation of material on the benefits of the Mendeley application. The delivery of this second material starts with why it should be Mendeley, continues with the difference between Mendeley and other reference manager applications, and closes with an explanation of the benefits of the Mendeley application. The last activity presented material on how to operate Mendeley and how to practice it. All training participants have indeed been directed to bring their respective laptops. Before the delivery of the material, all participants were ensured to have connected the internet connection to the laptop because the delivery of this material while practicing directly made it more efficient so that the participants could more easily understand the material.

The material will be delivered using the Mendeley installation tutorial. After everything is ready, participants are directed to open the page <https://www.mendeley.com>, and then they are directed to create a Mendeley account. After having an account, participants are asked and guided to download the Mendeley desktop application, after which participants are asked to log in to the web-based Mendeley using the account that has been created previously. After successfully logging in, participants were guided on managing web-based Mendeley and given a tutorial on downloading scientific articles and creating an online library using the web-based Mendeley application. Next is a tutorial on how to operate a Mendeley desktop. Previously, participants were directed to download the Mendeley desktop; after successfully downloading it, participants were guided to install Mendeley on their respective devices and log in using the account previously used to log in to the Mendeley web. After successfully logging in, participants are guided to start operating by being directed to manage references to a scientific paper.

Participants were guided on creating folders and importing files into the Mendeley desktop. Participants are also given a tutorial on manually creating references filled in using Mendeley. Before making citations, participants were guided to connect the Mendeley desktop to Microsoft Word. Furthermore, the participants began to be guided on how to use the Mendeley desktop. Both in the form of files or those made manually with Mendeley. I also want to mention that the UNRIYO library is digital and can be accessed anytime and anywhere. It contains many books, journals, and even theses that can be used as reference materials. Before ending the training, the speaker asked the participants if there was still something unclear from the presentation of the material that had been delivered.



DISCUSSION

The training activities are based on the results of interviews with participants totaling 13 people from the class of 2021. 50% have only known Mendeley since attending the training, and 50% have known Mendeley since they were in college but do not understand how to operate it. After attending the training, 40% of the participants still found it challenging to use Mendeley, especially when installing and connecting Mendeley to Microsoft Word. Attending the training helped them work on lecture assignments, for example, being able to create a bibliography automatically with the help of Mendeley. The impact felt by the participants on the library after attending the Mendeley training is that it makes it easier for them to find and understand how to view journals/references that are already widely available in the UNRIYO digital library, which can be used as a reference for making scientific papers. The impact on the library is that the number of visitors accessing service features such as the Digital Library and digital book access services is increasing.

E. CONCLUSION

The Mendeley training held at Respati University Library Yogyakarta on November 21, 2023, was an important initiative designed by the head of the library to equip students with the skills to manage scholarly references using Mendeley effectively. The training offered comprehensive guidance from an introduction to the application to hands-on practice. Although some participants experienced difficulties, especially in the installation and integration with Microsoft Word, the training was overall considered helpful, especially in facilitating the search and use of scholarly references. In addition, the training also contributed to the increased use of the library's digital services, signaling a positive impact on students and the library itself. This activity reflects the library's commitment to supporting student's academic needs and improving the accessibility of educational resources.

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