

BUILDING A STRONG FOUNDATION FOR ACADEMIC WRITING: A TRAINING AND MENTORING PROGRAM WITH MENDELEY AND PUBLISH OR PERISH PLATFORM FOR FINAL YEAR STUDENTS

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Abstrak

Tujuan kegiatan pengabdian ini adalah untuk memberikan pelatihan dan menekankan pentingnya norma penulisan akademik yang tepat, serta memperkenalkan pengelola referensi seperti Mendeley dan Publish or Perish sebagai alat bantu. Alat bantu ini membantu mahasiswa dalam mengatur referensi dan mencari metadata karya ilmiah. Keefektifan alat bantu ini dieksplorasi dalam meningkatkan kejelasan, kemudahan belajar, pengoperasian, dan daya tarik karya ilmiah mahasiswa. Metode yang digunakan adalah analisis kebutuhan dan pelatihan mahasiswa semester akhir dalam menggunakan Mendeley dan Publish or Perish untuk skripsi mereka.

Hasil kegiatan ini menunjukkan tanggapan positif dari mayoritas responden, yang menegaskan kegunaan aplikasi-aplikasi tersebut dalam penyelesaian skripsi, terutama dalam pembuatan daftar pustaka. Namun, beberapa tantangan diidentifikasi di antara sebagian kecil pengguna, seperti masalah pemahaman, kemudahan belajar, dan pengoperasian. Rekomendasi yang diberikan mencakup peningkatan kejelasan dokumentasi, mempromosikan perilaku pencarian informasi yang proaktif, dan memberikan pelatihan lanjutan mengenai kemampuan Mendeley dan Publish or Perish.

Sebagai kesimpulan, kegiatan pengabdian ini menyoroti potensi Mendeley dan Publish or Perish dalam meningkatkan kualitas karya ilmiah. Dengan mengatasi tantangan melalui intervensi pendidikan yang ditargetkan, alat-alat ini dapat memainkan peran penting dalam memaksimalkan efektivitas proses penulisan akademis bagi mahasiswa. Kegiatan pengabdian lebih lanjut disarankan untuk mempelajari tantangan spesifik yang dihadapi oleh pengguna, sebagai bahan masukan untuk perbaikan yang sedang berlangsung.

Kata Kunci: Pelatihan Mendeley & Publish or Perish, Pengelola referensi, Norma penulisan akademik

Abstract

The aim of this community engagement activity is to highlight the importance of proper academic writing standards and to introduce reference management tools such as Mendeley and Publish or Perish. These tools are designed to help students organize references and find scientific papers. The study explores how effective these tools are in improving the clarity, ease of learning, usability, and attractiveness of students' scientific works. The methods used include a needs analysis and training sessions for final-semester students on how to use Mendeley and Publish or Perish for their theses.

The results of this activity show positive feedback from most participants, confirming that these applications are helpful in completing theses, especially in creating bibliographies. However, some challenges were identified, such as difficulties

with understanding, learning, and using the tools among a few users. To address these issues, it is recommended to improve the clarity of documentation, encourage proactive information-seeking behaviours, and provide advanced training on the features of Mendeley and Publish or Perish.

In conclusion, this community engagement activity demonstrates the potential of Mendeley and Publish or Perish to improve the quality of scientific works. By addressing the challenges through targeted educational interventions, these tools can play a significant role in enhancing the academic writing process for students. Further activities are suggested to investigate specific challenges faced by users, providing insights for ongoing improvements.

Keywords: Training in Mendeley & Publish or Perish, Reference management, Academic writing norms.

INTRODUCTION

Indonesia is currently striving to overcome its lag in scientific publications. Scientific publications result from developed ideas and the technology used as a consequence of the research process (Matthews et al., 1996; Tenopir et al., (2011). A worthy scientific work must adhere to proper writing norms. This is crucial because scientific activities have the potential to advance knowledge, technology, and art limitlessly. Since scientific work records and distributes its results logically and systematically, it plays a vital role and becomes a source of reference for subsequent researchers (Alfianika, 2019; Suharto, 2022)

Efforts to increase the number of scientific publications must be accompanied by efforts to improve the quality of the scientific work itself (Mücke, 2023).

Many scientific works fail to implement academic writing strategies. This is done not only by educators, researchers, and practitioners but also by final-year students in universities as a whole. Writing scientific papers requires the use of writing concepts (Mišák et al., 2005). Reference managers are one of the database programs that can assist students in searching and organizing references and creating scientific papers (Lo et al., 2014; Yinger & Clark, 1981)

Universities always strive to advance and develop to maintain the reputation and improve the achievements they have made. This will affect the general public's view as well as the world of education. To become an advanced university, several achievement indicators are considered, including the works of lecturers and

students recognized by academics, one of which is in the form of writing as a scientific work that can also be used by others, such as the government in establishing policies related to the interests of the wider community (Dart et al., 1998). Therefore, the scientific work produced should use clear and correct language so that the core message is easily understood (Goh, 2019). In addition, scientific work mostly should be the result of the personal thoughts of lecturers or students, supplemented by some scientific works/books by other authors that can be used as additional references to ensure its quality.

Some common weaknesses that often occur in the writing of scientific papers by beginners include ineffective paragraph construction, writing/sentence structures that are not easily understood, imprecise citation methods, and how to write references used (Mücke, 2023; Muslihati, 2022).

In general, one indication of quality writing is related to plagiarism issues that often occur due to someone's lack of knowledge about citation techniques or how to cite properly. Therefore, educators and students, in particular, need to be equipped with knowledge about how to cite properly to produce good quality scientific work for publication in national/international journals. Meanwhile, from various types of references that are easily found today, students must have good abilities to search, find, and then determine the appropriate and relevant references to use in writing their thesis/final project/scientific work. Because this is also a crucial point in assessing the quality of scientific work. As

stated by Kosasi, managing references from various scientific journals also needs to be done by students.

The current needs of the education world for publication in accredited and international journals require the use of the Mendeley and Publish or Perish program for article writing. Mendeley and Publish or Perish is a well-known bibliographic management program with millions of users (Hanief, 2021; Murziqin et al., 2020). Mendeley and Publish or Perish's software is a reference management system that helps organize scientific publications with citations and bibliographies (Haryandi et al., 2021; Mubaroq et al., 2020).

Creating citations using the Mendeley and Publish or Perish application is one of the prerequisites for journals to accept articles because all references that qualify for uploading Mendeley and Publish or Perish's toolkit are selected accordingly (Haryandi et al., 2021). However, it is common for students to struggle when writing their final assignments with citations and bibliographies using Mendeley and Publish or Perish. Publish or Perish is also beneficial as it is intended to help individuals or academics find and analyze sources of information. PoP (Publish or Perish) can also help in selecting articles in online databases based on their quality (Leo, 2020; Napitupulu et al., 2020).

Academic citations are taken and analyzed using this program. PoP can be used not only for searching but also for selecting the quality of articles or information and displaying them in an organized manner. We can take references from a large database of scientific papers or works in the PoP application, such as

Google Scholar, Scopus, Web Science, Microsoft Academic, PubMed (for medical themes), and Crossref. For paid providers, we can use the APIs offered by paid article database providers to link PoP to the database. The results of this data source search are still in raw form before being evaluated and displayed in metric form (Bailey, 2018)

The benefits of both software, "Mendeley and Publish or Perish and Publish or Perish," are to help organize research, find the latest publications, and serve as a reference database. To improve the quality of student scientific work, training in the use of the Mendeley and Publish or Perish and Publish or Perish programs needs to be conducted. The advantages of these applications include improving writing skills and increasing student productivity. Furthermore, the impact obtained from this training will be able to boost the quality of education.

The target of community service is final-semester students of the S1 study program at the State Islamic University Sultan Maulana Hasanuddin Banten; Sultan Ageng Tirtayasa University; Primagraha University. Determination of the target is based on several considerations, one of which is the condition of students who are currently in the process of preparing their thesis scientific work as a final project and complaints from students stating difficulties in managing a large number of reference sources. Moreover, based on the interview results before this community service activity, students stated that they did not fully understand how to create a bibliography more easily using

applications/software because they usually do it manually.

METHOD

The research employs a quantitative approach, utilizing surveys and assessments to gauge students' writing proficiency and digital literacy. The study also involves training sessions and mentorship programs, with data collected through observations and feedback. Such as:

1. Target of Community Engagement.

The focus of community engagement in this research is on final-year students at UIN SMH Banten, UNTIRTA, and UPG, particularly those in the process of composing their theses. The objective of this engagement is to contribute positively to students' utilization of the Mendeley and Publish or Perish application in scholarly work.

2. Implementation Stages of Community Engagement.

The implementation stages of community engagement involve several steps, including:

- a. Identification of students' needs related to the use of Mendeley and Publish or Perish.
- b. Planning an engagement program to enhance students' understanding.
- c. Implementation of the program through lectures, training sessions, or other activities.
- d. Evaluation of the program's impact on the understanding and application of Mendeley and Publish or Perish.

3. Process of Community Engagement.

The engagement process is conducted through direct interaction with students. The engagement team will provide information, guidance, and support in using Mendeley and Publish or Perish. This process includes delivering materials, Q&A sessions, as well as periodic monitoring and

evaluation.

4. Analysis Techniques.

The analysis techniques in this community engagement encompass both quantitative and qualitative evaluations of students' understanding and application of Mendeley and Publish or Perish. Data are collected through questionnaires, observations, and document analysis. The results of the analysis are used to comprehend the effectiveness of the engagement program.

5. Involvement and Roles of the Engagement Team.

The engagement team actively participates in all stages, from planning to evaluation. Team roles involve delivering materials, guidance, organizing activities, and analysing results. Team involvement is crucial to ensuring the program achieves its objectives effectively.

6. Number of Engaged Participants.

The number of students involved in this engagement are 70 Students. This figure reflects the extent of impact achievable through the engagement program.

7. Location and Duration of Engagement.

Engagement activities take place at UIN SMH Banten, UNTIRTA, and UPG, primarily within the environment of final-year students. The duration of engagement is divided into three phases, each serving a distinct purpose in the overall process. These phases are strategically designed to ensure comprehensive coverage and effective implementation. The first phase focuses on introducing the application, providing participants with a foundational understanding of its features and functionalities. In the second phase, collaborative exercises and hands-on training sessions are conducted, allowing participants to actively practice and reinforce their learning. Finally, the third phase involves group assignments, providing participants with an opportunity to

apply their acquired knowledge in a real-world context, fostering teamwork and practical skills development.

RESULT AND DISCUSSION

a. Result

The results section presents a meticulous analysis of the gathered data, addressing each research question

Response	Count	Percentage
Yes	58	83%
No	12	17%
Total	70	100%

individually. Findings are elucidated through statistical representations and graphical aids. This research analyses the utility of Mendeley application and publish or perish for students working on their theses, employing four indicators: first, *Understandability*: Capability of the application to be understood. Second, *Learnability*: Capability of the application to

Response	Count	Percentage
Yes	55	79%
No	15	21%
Total	70	100%

be learned. Third, *Operability*: Capability of the application to be operated. Fourth *Attractiveness*: Appeal of the application.

1. *Understandability*: Completeness of *Mendeley and Publish or Perish* Descriptions, Functions, and Overviews:

The table indicates that 84% of respondents generally responded

Response	Count	Percentage
Yes	58	83%
No	12	17%
Total	70	100%

affirmatively, stating the availability of Mendeley descriptions, functions, and

overviews for easy understanding. Conversely, 16% expressed uncertainty or lack of completeness, potentially due to respondents' limited curiosity about Mendeley.

2. *Learnability*: Ease of Access to *Mendeley and Publish or Perish* Tutorials.

From the responses, 83% of respondents found it easy to access Mendeley tutorials, either through internet sources or books. The remaining 17%, a minority, faced difficulties, possibly due to inadequate effort in seeking information on Mendeley usage.

3. *Operability*: Ease of Access and Utilization of *Mendeley and Publish or Perish* Throughout Publication Process.

The results demonstrate that 83% of respondents, in the majority, found it easy to access and use Mendeley throughout the publication process. A small proportion (17%) struggled, potentially reflecting a lack of understanding among respondents regarding Mendeley application usage.

Response	Count	Percentage
Yes	59	84%
No	11	16%
Total	70	100%

4. *Attractiveness*: Impact on the Quality of Student Theses.

Overall, 79% of respondents attested that Mendeley and Publish or Perish platform significantly aided in thesis completion, particularly in bibliography creation and ensuring the desired output. The 21% who responded negatively may have encountered difficulties due to insufficient comprehension of Mendeley.

The majority of respondents acknowledge the substantial benefits of the Mendeley application in thesis writing, particularly in bibliography creation. However, a small percentage encountered challenges, possibly stemming from a lack

of effort in understanding the application. Further efforts in educating students on the utilization of Mendeley are recommended to enhance its effectiveness in academic writing processes.

b. Discussions

1. Understandability:

The study reveals that a significant majority (84%) of respondents found Mendeley descriptions, functions, and overviews to be sufficiently comprehensive for easy understanding. This positive response suggests that Mendeley effectively communicates its features to users. However, the 16% who expressed uncertainty or dissatisfaction may indicate a need for clearer documentation or perhaps a lack of curiosity among respondents. Future research could explore the specific aspects of Mendeley that users find challenging to comprehend.

2. Learnability:

In terms of learnability, the majority of respondents (83%) reported ease of access to Mendeley tutorials. This finding highlights the availability of resources for users to enhance their understanding of the application. The 17% facing difficulties in accessing tutorials may point to a potential gap in information-seeking behaviour among a minority of users. Educating students on the importance of utilizing available learning resources could contribute to an improved overall learning experience.

3. Operability:

Regarding operability, 83% of respondents found it easy to access and use Mendeley throughout the publication process. This positive feedback suggests that Mendeley effectively supports users in various stages of thesis writing. However, the 17% encountering difficulties may indicate a lack of understanding among respondents regarding Mendeley's full

range of capabilities. Enhancing user education on advanced features could contribute to a more seamless experience for all users.

4. Attractiveness:

The research indicates that 79% of respondents believe that Mendeley and Publish or Perish significantly contribute to the quality of student theses, particularly in bibliography creation. This positive impact suggests that these tools are valuable assets in the academic writing process. However, the 21% who did not perceive such benefits may have faced challenges stemming from a lack of comprehension or effective utilization of these platforms. Addressing these challenges through targeted educational interventions could lead to a more widespread acknowledgment of the positive impact of these tools.

CONCLUSION AND SUGGESTION

In conclusion, this training and mentoring provide valuable insights into the perceptions and experiences of students using Mendeley and Publish or Perish in their thesis writing process. The overall positive responses indicate that these tools are generally effective in supporting various aspects of academic writing. However, some challenges and areas for improvement have been identified.

The majority of respondents recognize the substantial benefits of Mendeley in thesis writing, particularly in bibliography creation. However, a small percentage faced challenges, possibly indicating the need for improved educational initiatives. Recommendations include enhancing documentation clarity, promoting proactive information-seeking behaviour, and providing advanced training on Mendeley and PoP capabilities. These efforts can collectively contribute to maximizing the effectiveness of Mendeley and Publish or Perish in the academic writing processes of students. Further research could delve into the specific challenges faced by the minority of users to

inform targeted interventions and improvements.

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