



Enhancing Academic Writing Skills and Ethical Awareness among Sociology Department Students at Halu Oleo University through Reference Management Training

Hannin Pradita Nur Soulthoni ^{a,1*}, Dian Puspita Rizki ^{a,2}, Isnal Isnal ^{a,3}

^a Social Welfare Department, Faculty of Social and Politics Science, Universitas Halu Oleo Kampus Hijau Bumi Tridharma, Anduonohu, Kec. Kambu, Kota Kendari, Sulawesi Tenggara 93232, Indonesia

¹ hpraditans@gmail.com; ² dianpuspitarizk@uho.ac.id; ³ isnal@uho.ac.id

* Corresponding author

ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-12-29 Revised: 2025-03-09 Accepted: 2025-03-28 Published: 2025-04-30</p> <p>Keywords Mendeley Training Academic Ethics Plagiarism Prevention Reference Management Skill</p>	<p>The study aimed to assess the effectiveness of Mendeley training in improving reference management skills and academic ethics among students in the Sociology Department at Halu Oleo University. Specifically, the research focused on evaluating the impact of the training on students' ability to manage references efficiently and their understanding of academic ethics, particularly in avoiding plagiarism and adhering to proper citation practices. This outreach program involved 50 students, primarily final-year students preparing their theses and research reports. The training program, conducted from November 4 to December 4, 2024, included practical sessions on using Mendeley for reference management, alongside discussions on academic ethics, such as plagiarism prevention and proper citation practices. Data was collected through pre-test and post-test questionnaires, as well as observational analysis during hands-on sessions. The primary outcomes measured were students' understanding of Mendeley, reference management skills, and academic ethics before and after the training. Results showed significant improvements in all areas, with the percentage of students demonstrating a strong understanding of Mendeley, increasing from 30% to 85%, reference management skills from 25% to 80%, and academic ethics awareness from 40% to 85%. The findings underscore the effectiveness of practical, interactive training in enhancing both technical skills and ethical awareness, which can lead to higher-quality academic work. The study highlights the importance of integrating reference management training and academic ethics into community engagement initiatives, with the potential to improve the overall academic integrity of students' scholarly work.</p>
<p>Kata Kunci Pelatihan Mendeley Etika Akademik Pencegahan Plagiarisme Keterampilan Manajemen Referensi</p>	<p>Meningkatkan Keterampilan Menulis Akademik dan Kesadaran Etika Mahasiswa Jurusan Sosiologi Universitas Halu Oleo melalui Pelatihan Manajemen Referensi. Penelitian ini bertujuan untuk menilai efektivitas pelatihan Mendeley dalam meningkatkan keterampilan manajemen referensi dan etika akademik di kalangan mahasiswa Jurusan Sosiologi Universitas Halu Oleo. Secara khusus, penelitian ini fokus pada evaluasi dampak pelatihan terhadap kemampuan mahasiswa dalam mengelola referensi secara efisien serta pemahaman mereka terhadap etika akademik, terutama dalam menghindari plagiarisme dan mematuhi praktik sitasi yang benar. Program pengabdian ini melibatkan 50 mahasiswa, yang sebagian besar merupakan mahasiswa tahun akhir yang sedang mempersiapkan tesis dan laporan penelitian mereka. Program pelatihan ini dilaksanakan dari 4 November hingga 4 Desember 2024, dan mencakup sesi praktis penggunaan Mendeley untuk manajemen referensi, serta diskusi mengenai etika akademik, seperti pencegahan plagiarisme dan praktik sitasi yang benar. Data dikumpulkan melalui kuesioner <i>pre-test</i> dan <i>post-test</i>, serta analisis observasional selama sesi praktikum. Hasil utama yang diukur adalah pemahaman mahasiswa terhadap Mendeley, keterampilan manajemen referensi, dan etika akademik sebelum dan setelah pelatihan. Hasil penelitian menunjukkan peningkatan yang signifikan di semua area, dengan persentase mahasiswa yang menunjukkan pemahaman yang kuat terhadap Mendeley meningkat dari 30% menjadi 85%, keterampilan manajemen referensi dari 25% menjadi 80%, dan kesadaran etika akademik dari 40% menjadi 85%. Temuan ini menegaskan efektivitas pelatihan praktis dan interaktif dalam meningkatkan keterampilan teknis serta kesadaran etika, yang dapat menghasilkan karya akademik yang lebih berkualitas. Penelitian ini juga menyoroti pentingnya mengintegrasikan pelatihan manajemen referensi dan etika akademik dalam inisiatif pengabdian masyarakat, dengan potensi untuk meningkatkan integritas akademik secara keseluruhan pada karya ilmiah mahasiswa.</p>

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INTRODUCTION

The writing of academic papers is a fundamental competency that students must master during their higher education journey. For students in the Sociology Department at the Faculty of Social and Political Sciences (FISIP) at Halu Oleo University, this skill is crucial not only for meeting academic requirements but also as a means to contribute to the development of knowledge through systematic research. In the academic writing process, reference management becomes an essential aspect that cannot be overlooked, as it directly influences academic integrity, scholarly quality, and the accuracy of the information presented.

In the context of scientific writing, proper reference management is a cornerstone of academic rigor. Managing sources appropriately helps maintain the credibility of the research and ensures the transparency of the sources of information (Paas et al., 2003). Failure to manage references correctly may lead to issues such as academic misconduct, including plagiarism, which can undermine the scholarly value of the work (Pecorari, 2003). Reference management tools are, therefore, indispensable for maintaining the integrity of academic writing, particularly for students who are learning how to produce rigorous scholarly work (Aljuaid, 2024).

However, despite its importance, reference management often presents significant challenges for students. Based on research, many students struggle to create a proper bibliography or cite sources in the correct format, which can result in technical errors and even plagiarism (Azizah & Budiman, 2022). Plagiarism frequently occurs due to insufficient understanding of proper citation techniques and reference management (Ahmad & Fauzi, 2024). This problem is not unique to students in Indonesia; research suggests that students globally often lack sufficient training in citation practices, which significantly contributes to academic dishonesty (M. S. Williams & Hosek, 2003).

To address these challenges, academic reference management tools have been developed to streamline the process (Williams & Woods, 2024). One of the most widely used tools is Mendeley, a software platform that allows users to manage, store, and automatically format references. Mendeley also provides features that enable students to organize and share references, simplifying the writing process and ensuring that citations conform to academic standards (Nguyen et al., 2024). The software allows for easy insertion of citations within the text and the automatic generation of bibliographies in various formats, such as APA, MLA, and Chicago Style (Vijai et al., 2019).

Mendeley not only saves time and reduces errors in the formatting of references but also promotes better organization of the research process (Fajrianti & Kaif, 2023). Mendeley enhances researchers' productivity by providing a centralized repository for managing and organizing scholarly literature (Raharjo et al., 2022). For students, using Mendeley can reduce the likelihood of technical errors in reference management, as it ensures accuracy and consistency in citation formatting (Iskandar & Patak, 2019). Moreover, Mendeley offers social features, such as the ability to join research groups and share references with peers (Jeng et al., 2015). This fosters collaboration and allows students to engage with the global academic community, making it a versatile tool for academic work (Williams & Woods, 2024).

Despite the clear advantages of Mendeley, many students have yet to fully embrace or effectively utilize the application (Hicks & Sinkinson, 2015). This gap is particularly evident in institutions with limited exposure to technology training in reference management. A lack of training on software tools like Mendeley often prevents students from maximizing their potential, thereby hindering the quality of their academic work (Ayuni & Meirani, 2022). The indicating that students' lack of training in academic software tools correlates with lower-quality research outputs (Meridha, 2024).

This gap in knowledge and skills can be attributed to insufficient socialization and exposure to these tools during academic training (Pratama et al., 2023). While Mendeley is a highly effective tool, students often fail to take full advantage of its capabilities because of limited understanding of its features (Ariyanti & Fitriana, 2019). As a result, there is a pressing need for more targeted efforts to introduce students to the full range of functionalities that Mendeley offers.

In response to this need, our outreach program aims to provide training on the use of Mendeley for students in the Sociology Department at Halu Oleo University. This training is designed to familiarize students with the various features of Mendeley that can help them manage references more efficiently and accurately. By offering hands-on training, the goal is to reduce technical errors in students' academic writing, enhance their understanding of citation standards, and encourage greater adherence to academic integrity (Silvia, 2019).

Teaching students how to use reference management tools not only improves their technical writing skills but also increases their awareness of academic ethics, including the prevention of plagiarism (Houghton & Houghton, 2019). Students properly trained in reference management software are more likely to produce high-quality academic work that adheres to ethical standards (Swales & Feak, 2012). Through this program, students will be equipped with the skills to efficiently manage their references, which in turn will allow them to focus more on the content of their research. Mendeley's automatic citation features will also reduce the likelihood of errors, ultimately improving the quality of their academic writing (Iskandar & Patak, 2019). Furthermore, the training aims to foster a greater appreciation for academic ethics, particularly the importance of citation practices in avoiding plagiarism (Foltýnek et al., 2020).

In addition to the academic focus of the training program, it is essential to recognize how this initiative aligns with the United Nations Sustainable Development Goal (SDG) 4: Quality Education. By enhancing academic writing skills and promoting ethical practices among students, this outreach program contributes to improving the quality of education at Halu Oleo University. It aims to provide students with the necessary tools and knowledge to excel in their academic pursuits, thereby fostering a more ethical, inclusive, and high-quality academic environment.

The ability to manage references effectively is a vital skill for academic success, particularly for students at Halu Oleo University's Sociology Department. The introduction of Mendeley as a reference management tool has the potential to

significantly improve students' ability to manage references efficiently and enhance their understanding of academic ethics, particularly in preventing plagiarism and adhering to proper citation practices. Through targeted training, we aim to equip students with the necessary skills to effectively use Mendeley for reference management while fostering a deeper awareness of academic ethics. In the long term, this initiative not only supports students in their thesis and research report preparation but also promotes ethical academic practices, contributing to higher-quality academic work and greater academic integrity.

METHOD

This outreach program was designed to enhance the reference management skills and academic ethics awareness of students in the Sociology Department at Halu Oleo University. The program was conducted from November 4 to December 4, 2024, at the university campus. The primary objective was to equip students with the technical skills to use Mendeley effectively for reference management while fostering a deeper understanding of academic ethics, particularly in avoiding plagiarism and adhering to proper citation practices. The program was initiated by the Department of Sociology in collaboration with the Faculty of Social and Political Sciences, with support from the Directorate of Research and Community Service (DPPM) at Halu Oleo University.

Participants and Selection Criteria

The program involved 50 students from the Sociology Department, primarily final-year students who were in the process of preparing their theses and research reports. Participants were selected based on their academic needs, particularly those who had demonstrated challenges in reference management and academic writing in previous coursework. The selection process was conducted in consultation with academic advisors and department heads to ensure that the participants would benefit most from the training.

Program Activities and Implementation

The program was structured into three main phases: pre-test, training, and post-test. Each phase was designed to achieve specific objectives and ensure a comprehensive learning experience for the participants.

1. Pre-test

The pre-test was administered before the outreach sessions to gauge the students' initial understanding of reference management and the use of Mendeley. The pre-test questions covered several aspects, including basic knowledge of reference management tools, how to cite sources and format bibliographies, and an understanding of academic ethics in scientific writing. The results of the pre-test helped identify the extent to which students had mastered the material before the training (Oo et al., 2024).

2. Outreach and Training

This phase comprised several sessions, outlined as follows:

- a. **Theoretical Introduction:** In this session, students were introduced to the importance of proper reference management in academic writing. The session also covered academic ethics, such as avoiding plagiarism and the importance of giving proper credit to original authors (Sekarini et al., 2024). The goal of this session was to raise students' awareness about the ethical aspects of research.
- b. **Introduction to Mendeley:** The training began with an introduction to the basics of Mendeley, including the main features of the application and its benefits in automatically generating bibliographies. The instructor demonstrated the installation process, how to add references, organize references into folders, and how to use Mendeley for inserting citations in the text and generating bibliographies.
- c. **Hands-on Practice:** After the introduction, students were given the opportunity to practice using Mendeley. Each student was asked to install Mendeley on their device, add references from relevant sources, and create citations and bibliographies in their research drafts. This practice session was supported by facilitators who provided direct technical assistance.
- d. **Group Discussion:** After the practice session, students were divided into small groups to discuss their experiences using Mendeley, the challenges they faced, and potential solutions they could apply.

3. Post-test

Following the training session, a post-test was administered to measure the improvement in the students' understanding of Mendeley and reference management. The post-test included questions similar to those in the pre-test, but with a greater emphasis on practical use, such as how to format bibliographies in different citation styles (APA, MLA, Chicago) and how to correctly insert citations within the text (Stratton, 2019).

Data Analysis Techniques

The data collected from the pre-test and post-test were analyzed using quantitative descriptive techniques to assess the improvement in students' understanding and skills. The analysis focused on three main indicators: (1) understanding of Mendeley, measured by the percentage of students who demonstrated proficiency in using the software; (2) reference

management skills, evaluated based on the students' ability to manage references efficiently and generate accurate bibliographies; and (3) academic ethics awareness, assessed through questions related to plagiarism prevention and proper citation practices.

Observational data from the training sessions were analyzed qualitatively to identify challenges faced by students and the effectiveness of the training methods. The results of the data analysis were used to evaluate the overall success of the program and to provide recommendations for future training initiatives.

RESULTS AND DISCUSSION

Implementation of the Training

The training program, Utilizing Mendeley in Students' Academic Writing, was structured to ensure active participation and engagement from the students (Figure 1). The sessions were designed to be interactive, combining theoretical knowledge with hands-on practice. Students were encouraged to ask questions and share their experiences throughout the training, which fostered a collaborative learning environment (Figure 2).



Figure 1. The training program



Figure 2. Students participating in the Mendeley Training Program

During the training, students demonstrated high levels of engagement, particularly during the hands-on practice sessions. Most students actively participated in the installation of Mendeley, adding references, and generating citations and bibliographies. The facilitators observed that students were eager to learn and showed significant interest in mastering the software. The group discussions that followed the practical sessions provided an opportunity for students to share their challenges and solutions, further enhancing their understanding of the tool.

Many students expressed appreciation for the practical approach, which allowed them to immediately apply what they had learned to their ongoing research projects. One student commented, "*The hands-on practice was very helpful. I finally understand how to use Mendeley to manage my references efficiently.*" Another student noted, "*The discussion on academic ethics was eye-opening. I now realize how important it is to cite sources properly to avoid plagiarism.*" However, some students faced challenges, particularly in integrating Mendeley with their word processing software. One student mentioned, "*I had trouble getting Mendeley to work with Microsoft Word, but the facilitators were very helpful in guiding me through the process.*" These challenges were addressed during the training, and facilitators provided additional support to ensure that all students could successfully use the software.

Observations during the training sessions revealed that students were highly engaged, especially during the practical exercises. The facilitators noted that students who initially struggled with the software showed significant improvement by the end of the training. The interactive nature of the sessions, combined with the immediate applicability of the skills learned, contributed to the high levels of engagement and satisfaction among participants.

Pre-test and Post-test Results

The data collected from the pre-test and post-test indicate a significant improvement in students' understanding of Mendeley usage and reference management after the training. The average pre-test score for understanding Mendeley was 30%, while the post-training average score increased to 85%. Similarly, students' understanding of reference management improved from 25% to 80% following the training sessions (Table 1).

Table 1. Evaluation Results of Students' Skills

Aspect	Before Outreach	After Outreach
Understanding Mendeley	30%	85%
Reference Management	25%	80%
Academic Ethics	40%	85%

The comparison between pre-test and post-test results demonstrates substantial knowledge gains across all measured areas. The most significant improvement was observed in students' understanding of Mendeley, which increased by 55 percentage points. This indicates that the hands-on training and practical sessions were highly effective in familiarizing students with the software. Similarly, reference management skills improved by 55 percentage points, suggesting that students became more proficient in organizing and citing references after the training. Academic ethics awareness also saw a significant increase of 45 percentage points, reflecting a better understanding of plagiarism prevention and proper citation practices.

The improvement in test scores can be attributed to several factors. First, the interactive and practical nature of the training allowed students to immediately apply what they learned, reinforcing their understanding of Mendeley and reference management. The hands-on sessions, supported by facilitators, provided students with the opportunity to practice using the software in real-time, which helped solidify their skills. Second, the structured approach of the training, which included both theoretical and practical components, ensured that students not only learned how to use Mendeley but also understood the importance of academic ethics. The discussions on plagiarism and proper citation practices were particularly impactful, as they addressed a common gap in students' knowledge.

However, some concepts were harder to grasp than others. For example, integrating Mendeley with word processing software (e.g., Microsoft Word) proved challenging for some students, as reflected in the qualitative feedback. Additionally, selecting credible and relevant references remained a difficulty for some participants, indicating that while the training improved technical skills, further guidance on evaluating sources may be needed.

Overall, the results highlight the effectiveness of the training program in enhancing students' technical skills and ethical awareness. The combination of practical exercises, theoretical discussions, and facilitator support created a conducive learning environment that led to significant improvements in students' abilities to manage references and adhere to academic standards.

Hands-on Practice Results and Technical Challenges

During the hands-on sessions, students were given the opportunity to use Mendeley with the assistance of facilitators. Most students demonstrated good skills in adding references to Mendeley, organizing them into folders, and inserting citations within their text. Direct observations showed that students were able to format bibliographies correctly according to the desired citation styles (APA, MLA, Chicago, etc.) (Cahnia, 2021).

However, some challenges were observed during the practice sessions. A few students had difficulty integrating Mendeley with their word processing software (Microsoft Word), particularly with the automatic citation insertion and the real-time update of bibliographies. These challenges were likely related to a lack of familiarity with certain features of Mendeley, despite following the instructions carefully. The Mendeley is a highly useful tool, some users, especially beginners, often require time to fully understand all its features.

Additionally, some students expressed confusion regarding how to select relevant and credible references. This indicates that, while students received technical assistance in reference management, they still needed more guidance in selecting appropriate sources, especially in the context of social science research, which requires valid and relevant references. Mendeley can indeed simplify reference management, the selection of appropriate references still depends on students' ability to evaluate the quality of the sources they use.

One of the central objectives of this outreach program was to enhance students' academic writing skills, particularly by improving their ability to manage references effectively and fostering an understanding of academic ethics. This included emphasizing the importance of avoiding plagiarism and adhering to proper citation practices in scholarly writing. Academic integrity is a fundamental principle of research and scholarly work, ensuring that the contributions of others are properly

acknowledged and that the intellectual property rights of authors are respected. Prior to the training, approximately 40% of students demonstrated a sufficient understanding of these principles. This indicates that a significant portion of students lacked awareness of the ethical standards governing academic writing, which could potentially lead to unintentional plagiarism or improper citation.

After completing the training, the percentage of students who demonstrated a robust understanding of academic ethics increased dramatically to 85%. This shift indicates a significant positive change in students' awareness and comprehension of the ethical implications in academic writing. The training provided students with essential insights into the necessity of citing sources accurately, the consequences of plagiarism, and the broader ethical framework that underpins scholarly work. By the end of the program, students were not only more informed about the significance of academic integrity but also more confident in their ability to apply these ethical standards in their own research and writing.

This improvement in understanding academic ethics is consistent with the idea that reference management tools like Mendeley play a critical role in enhancing students' awareness of academic ethics (Basri & Patak, 2015). Mendeley, by automatically generating citations and bibliographies in various citation styles (APA, MLA, Chicago, etc.), effectively reminds students to properly attribute the sources they reference in their work. This automation minimizes the risk of errors in citation and encourages the practice of accurately crediting original authors, thus helping to reduce the risk of plagiarism (Anuradha, 2023). The software also provides an easy-to-use interface for managing references, which allows students to organize their sources in a structured way and ensures that all necessary references are included in their final manuscript.

The ability of Mendeley to simplify citation practices indirectly fosters academic integrity by supporting students in following ethical standards (Curran, 2011). By alleviating the technical burdens associated with reference management, Mendeley enables students to focus more on the intellectual aspects of their research, such as analysis, argumentation, and synthesis, rather than worrying about the mechanics of citation. In this sense, Mendeley serves as both a practical tool for managing references and a pedagogical instrument that reinforces the importance of ethical conduct in academic writing.

Moreover, the training also emphasized the broader implications of academic ethics beyond just citation practices. Students were encouraged to view ethical considerations as integral to the quality and credibility of their academic work. This included discussions on issues such as intellectual property rights, the importance of originality in research, and the ethical use of data and sources. By embedding these ethical considerations into the training, students were better prepared to engage in academic research in a manner that upholds the values of honesty, integrity, and fairness.

This heightened awareness of academic ethics is not just beneficial for students' immediate academic work but also serves to shape their approach to research and scholarly practice in the future (Nikmah, 2019). By cultivating a strong foundation in academic integrity early in their academic careers, students are more likely to carry these values forward into their professional lives, contributing to the overall credibility and trustworthiness of academic research.

The training, therefore, did not just serve as an instructional session on how to use Mendeley effectively but also played a crucial role in fostering a culture of academic integrity among students. It reinforced the idea that proper citation is not merely a technical requirement but a core principle that underpins the trust and validity of academic work. As a result, this outreach has made a lasting impact on students' understanding of the ethical responsibilities involved in scholarly writing and research.

Impact of Outreach on the Quality of Academic Work

In addition to enhancing students' technical proficiency and understanding academic ethics, the primary objective of this training was to significantly improve the overall quality of students' academic work. The ability to efficiently manage references is crucial for producing scholarly writing that is coherent, organized, and aligned with academic standards. A key aspect of high-quality academic work is ensuring that references and citations are accurately formatted and properly attributed, a task that often presents challenges for students. Prior to the training, many students struggled with this aspect, leading to inconsistencies in citation styles, formatting errors, and, in some cases, failure to properly acknowledge the sources of ideas or data. These issues not only affected the technical quality of their work but also undermined its credibility and scholarly rigor.

Following the training, students were able to produce more structured and organized academic papers, with citations and bibliographies that adhered to the relevant academic standards, such as APA, MLA, and Chicago styles. The use of Mendeley simplified this process by automating citation generation and bibliography creation, ensuring that all references were formatted correctly and consistently throughout the document. This automated process eliminated common technical errors associated with manual citation entry, such as incorrect formatting, inconsistent punctuation, or omitted source details. As a result, students were able to focus their attention on the content and analysis of their academic work, rather than being overwhelmed by the complexities of reference management.

The improvement in reference management also had a direct impact on the overall coherence and clarity of students' academic papers. With a well-organized bibliography and properly formatted citations, students' work appeared more professional, and the logical flow of their arguments and ideas was enhanced (Helmi et al., 2022). A properly cited paper demonstrates a careful and rigorous approach to research, which is a key criterion in academic evaluation. Furthermore, by following established citation conventions, students were able to present their sources in a way that was accessible and

transparent to their readers, making it easier for others to verify and build upon their research. This, in turn, contributed to the scholarly value of their work.

Moreover, the enhanced ability to manage references allowed students to streamline the writing process. Instead of spending valuable time manually entering and formatting citations, students could now concentrate on more intellectually demanding tasks, such as synthesizing research findings, developing arguments, and refining their critical analysis. This shift enabled them to allocate their time more effectively, leading to more thoughtful and well-developed academic papers. The reduction in the time and effort required for reference management also alleviated the stress often associated with thesis or research report writing, contributing to a more positive and productive academic experience.

The positive impact of Mendeley on the quality of students' academic work extends beyond the technicalities of citation. The use of reference management software such as Mendeley can enhance the quality of academic work by significantly reducing technical errors and speeding up the writing process (Muksin & Hasanah, 2023). This enables students to focus more on developing and refining the intellectual content of their papers, rather than struggling with the mechanical aspects of citation management (Syharuddin et al., 2021). Furthermore, by ensuring that all sources are cited correctly, Mendeley supports the creation of work that is both ethically sound and academically rigorous. This is especially important in academic environments where credibility and originality are paramount, as proper citation helps to safeguard against accusations of plagiarism and demonstrates academic integrity.

In addition to reducing errors and improving efficiency, Mendeley also encourages students to engage more deeply with the sources they are citing. The process of adding and organizing references in Mendeley requires students to interact with the literature more thoughtfully, which may foster a better understanding of the research landscape and contribute to a more thorough and critical approach to their own work. By organizing references within the software, students are able to see connections between sources, identify gaps in the literature, and develop a more nuanced understanding of their research topic (Hafizd et al., 2024). This deeper engagement with academic material can result in more insightful and well-informed academic writing.

Furthermore, the training provided students with a tool that can help them throughout their academic careers, from writing undergraduate theses to conducting graduate-level research. The skills they acquired in reference management will be applicable in future academic and professional contexts, where efficient organization of sources and adherence to ethical research practices remain critical. By fostering these skills early in their academic journey, the training lays a foundation for the continued improvement of their research and writing abilities in the future.

Overall, the outreach and training not only equipped students with the technical skills necessary to manage references more efficiently but also empowered them to produce higher-quality academic work. By reducing the technical difficulties associated with citation and bibliography formatting, and by fostering a deeper engagement with academic sources, the training contributed to the development of students' critical thinking, analytical abilities, and overall scholarly rigor. As students continue to apply these skills in their academic work, the positive impact of the training on the quality of their research and writing will likely extend beyond their current studies, enhancing the academic community's trust in their work and further supporting their intellectual growth.

Evaluation and Recommendations

The outreach program successfully achieved its objectives, as evidenced by the significant improvements in students' understanding of Mendeley, reference management skills, and awareness of academic ethics. The pre-test and post-test results, along with qualitative feedback from participants, indicate that the training was highly effective in enhancing students' technical abilities and ethical awareness. The majority of students reported feeling more confident in using Mendeley to manage references and format citations correctly, which directly contributed to the quality of their academic work.

Feedback from participants highlighted the practical and interactive nature of the training as a key factor in its success. Students appreciated the hands-on sessions, which allowed them to immediately apply what they learned to their ongoing research projects. One student commented, "*The training was very practical and easy to follow. I now feel more confident in using Mendeley for my thesis.*" Another student noted, "*The discussion on academic ethics was eye-opening. I now understand the importance of proper citation and avoiding plagiarism.*"

However, some challenges were identified during the training. A few students faced difficulties integrating Mendeley with word processing software, particularly with automatic citation insertion and real-time bibliography updates. Additionally, some students expressed the need for more guidance on selecting credible and relevant references, especially in the context of social science research.

Based on the evaluation results and feedback from participants, the following recommendations are proposed to further enhance the effectiveness of similar programs in the future:

1. Follow-up Training Sessions: To address the challenges faced by students, follow-up training sessions should be organized. These sessions could focus on advanced features of Mendeley, such as integrating the software with different word processors and troubleshooting common technical issues. This would help students who still struggle with certain aspects of the software.

2. Workshops on Citation Strategies: Additional workshops could be conducted to provide more in-depth guidance on citation strategies, including how to select credible and relevant references. These workshops could also cover advanced citation styles and techniques for managing large reference libraries, which would be particularly beneficial for students working on extensive research projects.
3. Enhanced Focus on Academic Ethics: While the training successfully raised awareness of academic ethics, future programs could include more detailed discussions on topics such as intellectual property rights, data ethics, and the ethical use of sources. This would further reinforce the importance of academic integrity in scholarly work.
4. Hands-on Practice with Real-world Examples: Incorporating real-world examples and case studies into the training could help students better understand how to apply reference management and citation practices in their own research. This approach would make the training more relatable and practical for students.
5. Ongoing Support and Resources: Providing students with access to ongoing support, such as online tutorials, user guides, and a dedicated helpdesk, would ensure that they can continue to improve their skills even after the training has ended. This would also help address any technical issues that may arise during their research.

By implementing these recommendations, future training programs can build on the success of this initiative and further enhance students' ability to produce high-quality academic work that adheres to ethical standards.

CONCLUSION

Based on the results of the Mendeley outreach and training activities, it can be concluded that the training successfully enhanced students' skills in reference management and their understanding of academic ethics. Prior to the training, many students struggled with using Mendeley, including adding references, managing them, and formatting bibliographies correctly. After the training, the majority of students demonstrated significant improvement in their technical skills, indicating that a practical and interactive training approach can have an immediate positive impact. Furthermore, the training effectively introduced students to the importance of academic ethics, particularly in avoiding plagiarism and adhering to proper citation practices. This increased awareness is expected to reduce technical errors in citation and help students produce higher-quality academic work that meets academic standards.

However, despite the positive outcomes, several challenges remain, such as difficulties integrating Mendeley with word processors and selecting relevant references. These challenges highlight the need for continued training and skill development in academic writing. Academic writing is a complex process that requires not only technical proficiency but also a deep understanding of ethical practices and critical thinking. Therefore, it is essential to reinforce the importance of ongoing learning and support for students as they navigate the demands of scholarly work. Future initiatives should focus on providing follow-up training sessions that delve deeper into advanced features of reference management tools and offer more comprehensive guidance on citation strategies.

In conclusion, while the Mendeley training program has made significant strides in improving students' reference management skills and ethical awareness, the journey toward academic excellence does not end here. Continued investment in training and skill development is crucial to sustaining these gains and empowering students to achieve their full potential as scholars and researchers. By fostering a culture of continuous improvement and lifelong learning, institutions can ensure that students are well-equipped to meet the challenges of academic writing and contribute meaningfully to their fields of study.

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