



## Response of Final Students of Agricultural Socio-Economics Department Towards the Use of Mendeley Application in Writing Scientific Papers

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### ABSTRACT

The final project or thesis is one of the scientific works that a student must complete to obtain a bachelor's degree or equivalent to a bachelor's degree. Writing this final project can be completed quickly if students can use the Mendeley application. This study aimed to determine the response rate of final year students majoring in Agricultural Socioeconomics, Faculty of Agriculture, Pattimura University, to use the Mendeley application for Final Project writing. The research sample was 30 final-year Agribusiness and Agricultural Extension study program students. The method used is descriptive analysis with Likert analysis tools to determine student responses. The result obtained is that the level of student response to using the Mendeley application is in the medium category

## **INTRODUCTION**

Mendeley is a reference management software and collaboration platform used by researchers, students, scientific writers, and professionals in various fields to organize, store, and share references and information sources in the context of research, scientific writing, and literature management (Elston, 2019). Mendeley assists users in importing, organizing, and searching references from a variety of sources, provides the ability to create citations and bibliography in a variety of writing styles, and facilitates collaboration between researchers (Atmospheric Chemistry and Physics, 2012). It is a handy tool for facilitating literature-related tasks in academia and research (Reiswig, 2010).

Mendeley became very important because it greatly benefited academics, research, and scientific writing. Mendeley includes efficiency in literature management, plagiarism prevention, ease of collaboration, assistance in more in-depth research, automation of citation and bibliography, flexibility of access to literature, data analysis support, community and research networks, integration with writing software, as well as the latest literature updates (Hicks, 2011). Mendeley also helps maintain academic ethics by ensuring proper recognition of reference sources and preventing the taking of ideas without listing sources. In an increasingly complex and fast-moving world of research, Mendeley is becoming an invaluable tool to assist researchers, students, and scientific writers in tackling tasks related to their literature and research.

The use of Mendeley is essential in academic and research contexts because it helps researchers, students, and scientific writers in inefficient literature management, prevents plagiarism, facilitates collaboration, supports data analysis, and provides convenience in the preparation of citations and bibliography (Bar-Ilan, 2012). Mendeley also allows flexible access to literature from various devices, allows researchers to connect with the research community, and stays current with the latest literature in their field of study. In an increasingly complex world of research, using Mendeley helps increase productivity and ensure the quality of accurate scientific writing that follows applicable writing rules.

## **LITERATURE REVIEW**

Academics' views on using Mendeley are generally positive, and see it as an invaluable tool in an academic context. Mendeley is considered an efficient solution in literature management, assistance in scientific writing, plagiarism prevention, ease of collaboration, integration with writing software, and research support (Li & Thelwall, 2012). In addition, Mendeley also helps facilitate access to literature from various devices and facilitates knowledge exchange within the research community (Simarmata et al., 2020). As a result, the response has encouraged the use of Mendeley in academic settings and in support of more efficient and ethical scientific research and writing. Therefore, it is necessary to know the students' response to using the Mendeley application in writing final assignments.

## METHODOLOGY

The research method used is qualitative descriptive –determination of respondents by purposive sampling method. There were 30 respondents studied, consisting of 15 people from the Agribusiness Study Program and 15 from the Agricultural Extension Study Program, Department of Agricultural Socioeconomics, Faculty of Agriculture, Pattimura University. The research was conducted using survey techniques and questionnaire tools in the form of Google forms that were distributed online. The data analysis used is descriptive analysis to determine student responses to the use of Mendeley in writing final projects or theses.

## RESULTS AND DISCUSSION

### Student Characteristics Based on Age

The respondents of final year students who were the object of this study were 20 to 22 years old. Of the 30 respondents studied, 60% of students were 21 years old. This shows that students must be obligated to write final projects through theses and scientific articles. The final thesis project and scientific articles are mandatory requirements to obtain a bachelor's degree in the field of science involved. The age distribution of students can be seen in Figure 1 below.

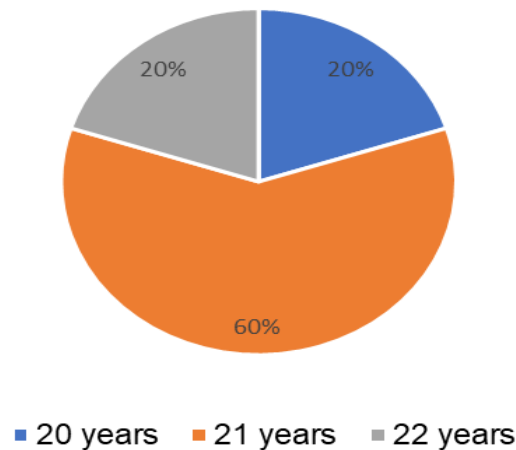


Figure 1. Student Characteristics Diagram by Age  
Source: Data Analysis Results, 2023

### Student Characteristics Based on Electronic Equipment Ownership

Ownership of electronic devices can support knowledge and skills in using Mendeley. This happens because the Mendeley application can be used if you have an electronic device like a laptop or personal computer. In Figure 2, the distribution of students with electronic devices to support using the Mendeley application can be seen.

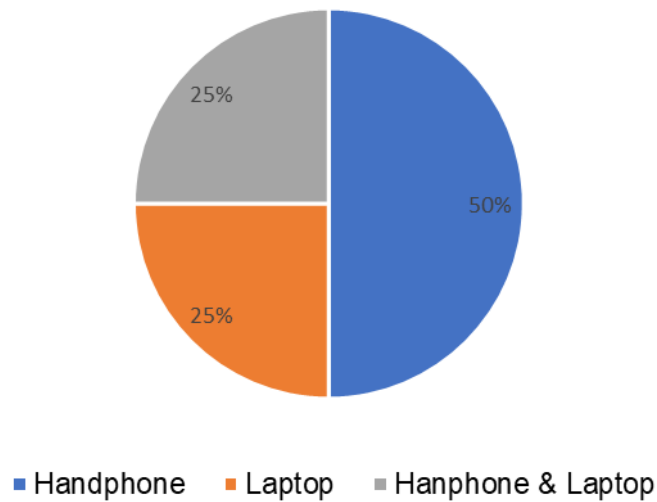


Figure 2. Diagram of Student Characteristics Based on Electronic Equipment Ownership Source: Data Analysis Results, 2023

Figure 2 shows that as many as 50% of students have mobile phones but do not have laptops. Only 25% of college students own laptops. This shows that only 25% of students can freely operate the Mendeley application in their final assignment. The rest only know the benefits and uses of Mendeley from the electronic devices owned. Students rent laptops or PCs when writing final assignments, so the use of Mendeley for writing final projects and scientific papers is still constrained.

**Student Characteristics Based on the Number and Source of Living Costs**

The amount of living costs for final-year students majoring in agricultural socioeconomics shows the economic ability of students. The situation of student families in low economic brackets resulted in students' limited access to improve their ability to use Mendeley. The characteristics of students majoring in agricultural socioeconomics based on their living costs can be seen in Figures 3 and 4.



Figure 3. Monthly Student Living Costs Chart Source: Data Analysis Results, 2023

Based on diagram 3, the most pocket money or living expenses that students receive is less than IDR 500,000. This shows that the living costs earned

by students are very small, meaning they are in a low economic group. A person's financial situation will affect that person's ability to access and use technology. Sources of living costs for students are usually funded by parents, scholarships and wages from work. The percentage of sources of student living costs can be seen in Figure 4.

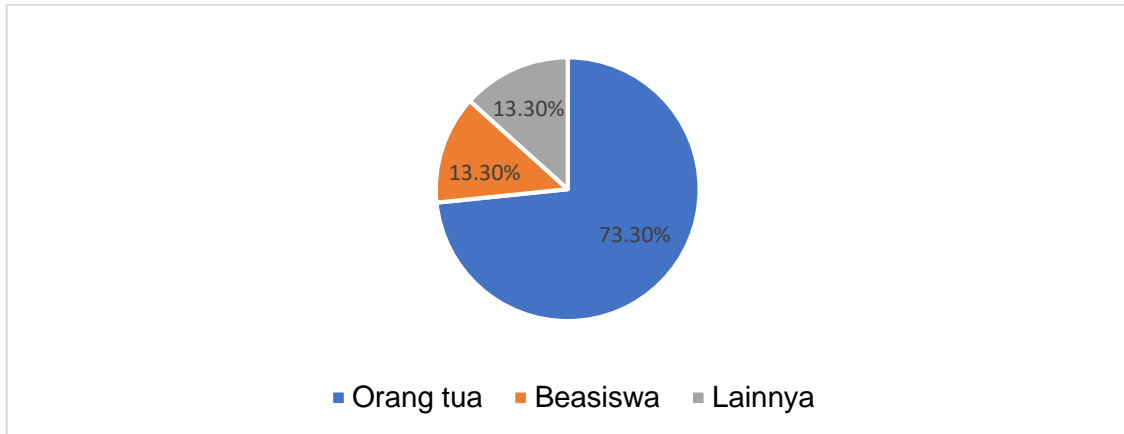


Figure 4. Monthly Student Pocket Money Source Diagram  
Source: Data Analysis Results, 2023

The source of student living costs is dominated by gifts from parents, namely 73.30%. The low living costs sourced from students' parents shows that the students' economic situation is in the low category. This greatly influences students' continuity in developing their skills. There needs to be a role for every stakeholder in helping students in providing facilities, especially those related to education.

#### **Student Response to the Use of the Mendeley Application in Writing Scientific Papers**

The response can be described as a reaction or action arising from a particular stimulus or situation. This includes a person's physical, emotional, or mental reaction to something, be it words, facial expressions, or changes in behaviour. In addition, response can also refer to an action taken by an individual or system in response to a specific request, task, or situation. In a business context, for example, the response is how a company or organization responds to customer demand or changes in the market to the products or services offered. It is important to remember that responses can vary from positive to negative, depending on the situation and the extent to which the response aligns with expectations. The correct response can produce the desired results, while the non-right or inappropriate product response can have a negative impact. The response of final year students majoring in agricultural socioeconomics, faculty of agriculture, Pattimura University can be seen in Table 1.

Table 1. Student Response to the Use of the Mendeley Application for Writing Scientific Papers

Response	Percentage			
	High	Medium	Low	Total
Introduction to Mendeley	22,00	65,50	12,50	100,00
Knowledge of the Functions and Benefits of Mendeley	50,00	37,50	12,50	100,00
Ability to Operate Mendeley	25,00	62,50	12,50	100,00
Usability Mendeley	12,50	75,00	12,50	100,00
Mendeley's usefulness in writing scientific papers	50,00	25,00	25,00	100,00
Skills Using Mendeley	12,50	37,50	50,00	100,00
Skills Using Mendeley for Citations	20,00	33,30	46,70	100,00
Skills Using Mendeley for Footnotes	25,00	37,50	37,50	100,00
Skills Using Mendeley for reference generation	25,00	25,00	50,00	100,00
Skills Using Mendeley Online	12,50	25,00	62,50	100,00
Skills Using Mendeley offline	12,50	25,00	62,50	100,00
Average	24,27	40,80	34,93	100,00

Source: Data Analysis Results, 2023

Table 1 shows that student responses to using the Mendeley application in writing scientific papers are as much as 40% in the medium category. This shows that from the response to the introduction to the use of Mendeley in writing reports, scientific papers or final projects are still in the medium category. This happens because agricultural faculty students' economic situation still depends on providing parents with pocket money categories of <IDR 500,000 / month. This situation also makes it difficult for students to access the Mendeley application because the average student does not have an electronic device that supports the use of Mendeley. Students who own electronic devices, laptops, or personal computers are only 25% of the total students studied. This shows that students of the faculty of agriculture do not yet have the economic ability of their parents to buy laptops / PCs. This situation makes the human resources that the Faculty of Agriculture Unpatti will produce have to work hard to improve their soft skills.

## CONCLUSION AND RECOMMENDATION

The study results conclude that most students in the faculty of agriculture have not responded well to using the Mendeley application in writing scientific papers. Their responses were mainly in the moderate category. This is due to economic conditions that still depend on parental assistance with limited pocket money categories. In addition, limited access to electronic devices that support the use of Mendeley, such as laptops or personal computers, is also a significant obstacle. Only a tiny percentage of students have access to these tools. Therefore, the faculty of agriculture at Pattimura University needs to provide more intensive support and training in the use of Mendeley and consider solutions to increase the availability of resources that support the use of this application. This

is necessary so that students can be more effective in writing scientific papers and prepare themselves for a competitive future in the academic world.

### **FUTHER STUDY**

This research still has a delay, so it is necessary to conduct further research on the topic of Response of Final Students of Agricultural Socio-Economics Department Towards the Use of Mendeley Application in Writing Scientific Papers to improve this research and add insight for readers

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