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# Workshop creating references on the final project of stikes hang tuah pekanbaru students using mendeley application

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## ABSTRACT

Making or compiling a final project report has many issues, one of which students frequently complain about: compiling a bibliography. The workshop aimed to provide students with knowledge about citing and compiling an automatic bibliography, as well as to take advantage of one of the advancements in information technology that students could use to compile a bibliography or reference by using an application. The workshop was held online using the Google Meet platform and the Mendeley application to create a list of references. The workshop activity went smoothly without any major impediments, and the participants were 44 Fifth Semester Diploma Midwifery students. Measurement of the introduction of the Mendeley application prior to the workshop using the evaluation questionnaire revealed that 95.45% of participants did not know the Mendeley application at all, while 4.55% knew about it. The result of the evaluation questionnaire found that 70.45% of participants said that the Mendeley application was easy to use, and 29.55% said that it was difficult to use. 100% of participants would use the Mendeley application to prepare the final assignment report (LTA).

KEYWORDS
Workshop;
Mendeley;
Bibliography;
Scientific Work



## 1. Introduction

The Diploma Three Midwifery Study Program at Institute of Health Science, STIKES Hang Tuah Pekanbaru requires final year or sixth-semester students to compile scientific papers and a final project report to complete Diploma Three education. The preparation of the scientific work or final project report is carried out in several stages, beginning with the proposal and ending with the final report. The citation of scientific papers is a problem that frequently arises during the preparation of the final project report. Students are frequently perplexed when writing citations and compiling a bibliography.

Prior studies have discussed scientific citation research. Li investigated Trevor Kletz's scientific legacy: co-citation analysis [1]. Linking patent-paper citations as an early indicator of pending recognized knowledge, Du investigated macro- and micro-evidence [2]. To better evaluate individual scientific advantages, Kaptay [3] introduced the K-index to replace the h-index. Djokoto [4] seeks an answer on what motivates the publication of border application citations. Ono [5] investigated the exact citation of placental cell lines 3A (tPA-30-1) and 3A-subE [post-crisis 3A (tPA-30-1)] in the medical literature. An atlas of health inequality research and health inequality was research conducted by Collyer [6]. Hassan [7] analyzed the bibliometric of the Arabic Journal of Chemistry over ten years. Evaluating "startup readiness" for researchers: Goji's [8] research was based on startup case study on biopharmaceutical research. Crissien [9] compared and analyzed indicators from Latin American countries with more scientific paper publications in SIR Iber 2020. Dosso [10] investigated data credit distribution as a new method for estimating database impact.

Terentieva [11] researched quotes in headlines in the Spanish press, Traumatology, and Orthopedics: Surgery and research whether you want a higher h-index. Favre [12] wrote everything you need to know about copyright and open access. Humboldt-bibliometric Dachroeden's analysis of the state of One

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Health research across disciplines and sectors is worth reading [13]. Marchiori [14] investigated the intellectual foundations and structures of knowledge transfer in the context of inter-organizational networks. The outcomes and relevance of artificial intelligence research in the South Asian subcontinent were investigated by Sharma [15]. Bardeesi [16] probed the impact of state self-citation on the ranking of the top 50 clinical neurology countries. Agarwal [17] reviewed the balance of consumer and producer needs for scientific data collection.

Other studies are Perez-Molina's [18] patent-based assessment of technology integration with three archetypal case studies and Brown's [19] cutting-edge social media review for a cardiovascular journal. A new method, SIMILAR, a systematic, iterative, multilayer literature review method, was introduced by Kosztyán [20]. Zhou's [21] presented a scientometric analysis of human gene therapy. Olpak [22] researched a social science citation index article addressing Turkey. The temporal evaluation of global trends in water footprint, water sustainability, and water productivity was investigated by Adetoro [23]. Musa [24] investigated the results of global scientific research on sickle cell disease through a comprehensive bibliometric analysis of web science publications. The application of Benford's law on academic publishing networks was studied by Toi [25]. What exactly is the synthesis center? Hackett's [26] semantic analysis of topic diversity in research Clayson investigated the impact of open access to human electrophysiological studies on citations and altmetrics [27].

Many students from the Midwifery D3 Study Program years of 2018–2019 and 2019–2020 joined the discussion, claiming that they only knew the application name and had no idea how to download, install, or use Mendeley in general. Meanwhile, to complete their education, students must use the Mendeley application to cite, write, and compose a bibliography or reference on their research reports.

## 2. Method

The problems encountered by Hang Tuah Stikes students in making references must be addressed. The service proposer team, which happens to be in the world of education, feels compelled to help provide solutions to these problems with the implementation method. In Fig. 1 shows four methods of implementation: the lecture method, the observation and interview method, the training method (workshop), and the evaluation.

### 2.1. Lecture method

The lecture method was used to present the history, functions, and types of the Mendeley application, and later its development was thoroughly explained. Some methods for downloading and installing the application were demonstrated. The students learned to enter reference sources automatically and manually, connect to a webpage, connect with Microsoft Word, and cite and compile a bibliography or reference. The author's presentation was submitted online via the Google Meeting platform using Microsoft PowerPoint.

### 2.2. Observation and interview method

To obtain accurate data for reflection, the writer observed the audience, the 2019-2020 enrollment Diploma three Midwifery students, using observation and interview methods. The results of the observations and interviews revealed that 98% of students did not know about the Mendeley application and had only heard about it. As a lecturer in computer courses at the time, the author gave them Mendeley tutorials to learn.

### 2.3. Training Method

The method of discussion and practice was used to achieve the predetermined goals (learning by doing) and expected to improve participants' understanding and skills related to citation techniques and the automatic and quick compilation of bibliographies or references using the Mendeley application, both online and offline.

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### 2.4. Evaluation

The entire process of this activity was evaluated, beginning with the time of implementation, which should be carried out in an odd-numbered semester, particularly for semester 5 students who would enter semester 6 to prepare a final project report to complete their education. The participants were not well prepared for the workshop, as they used mobile devices rather than laptops or notebooks. Another issue was that presenters and community service members had to assist the participants individually due to a lack of devices.

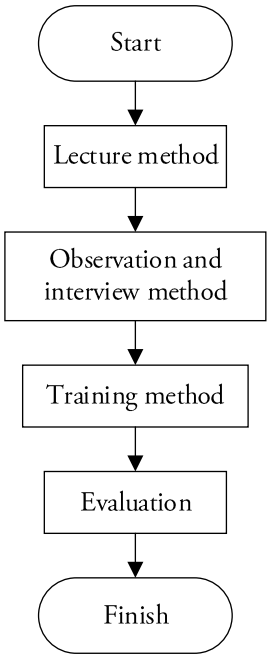


**Fig. 1.** Activities sequence in the workshop

## 3. Results and Discussion

The workshop was carried out in module preparation stage and module preparation training stage carried out by the Community Service team at STIkes Hang Tuah Pekanbaru for two months.

### 3.1 Mendeley Application Module Development

The team prepared the Mendeley application practicum module by conducting direct practicum so that every step of the process could be photographed, from downloading to compiling a bibliography to reference. The Mendeley application practicum module is only available in softcopy form, created in Microsoft Word, and converted to PDF.

### 3.2 Workshop Activities

On Thursday, August 27, 2020, a 2-hour workshop on Making References on the Final Project of STIKes Hang Tuah Pekanbaru Students Using the Mendeley Application (Case Study: Midwifery D-III Study Program) was held. Yuda Irawan, S.Kom, M.TI created a Google Meet Room Link and shared the workshop room link with participants via WhatsApp group on 09.25-09.30. In Fig. 2 depicts Yuda Irawan, S.Kom, M.TI, welcoming participants into the Link Room Workshop at 09.30-10.00. In Fig 2. shows that the participant's camera was turned off before the event began.

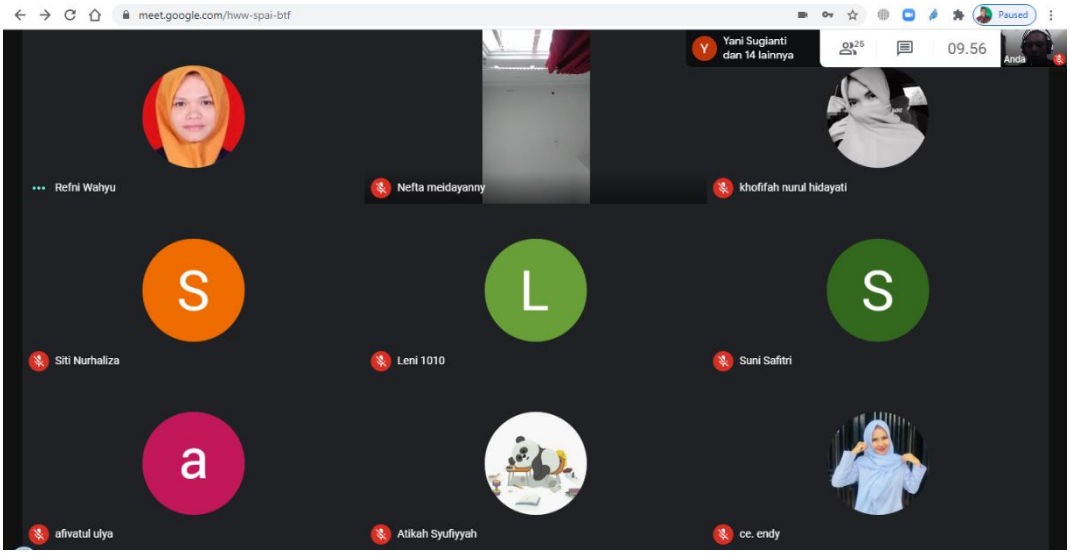


**Fig. 2.** Workshop participants enter on zoom

Refni Wahyuni, S.Kom, M.TI delivered the opening remarks at 10.00-10.10. Yulisman, S.Kom M.Kom presented material with slides about how to make references for the final project using the Mendeley application (Case Study: Midwifery D-III Study Program) at 10.10-10.45. As depicted in Fig. 3, the participants were actively listening while deactivating the microphone.


**Fig. 3.** Workshop presentation on zoom

The activities sequence was practicing downloading the Mendeley application, installing the Mendeley application, installing the Mendeley application web importer, installing the MS Word plugin, inputting the Mendeley application reference source, making citations to quotations, and creating a bibliography or reference conducted by Yulisman, S. Kom M. Kom. The discussion was moderated by Refni Wahyuni, S. Kom, and M.TI. at 11.20–11.45, as shown in Fig. 4. The figure shows that the participants were actively asking questions. From 11.45-11.55, it was the presentation on filling out the Google Form, followed by the closing by Yuda Irawan, S. Kom, and M. TI.

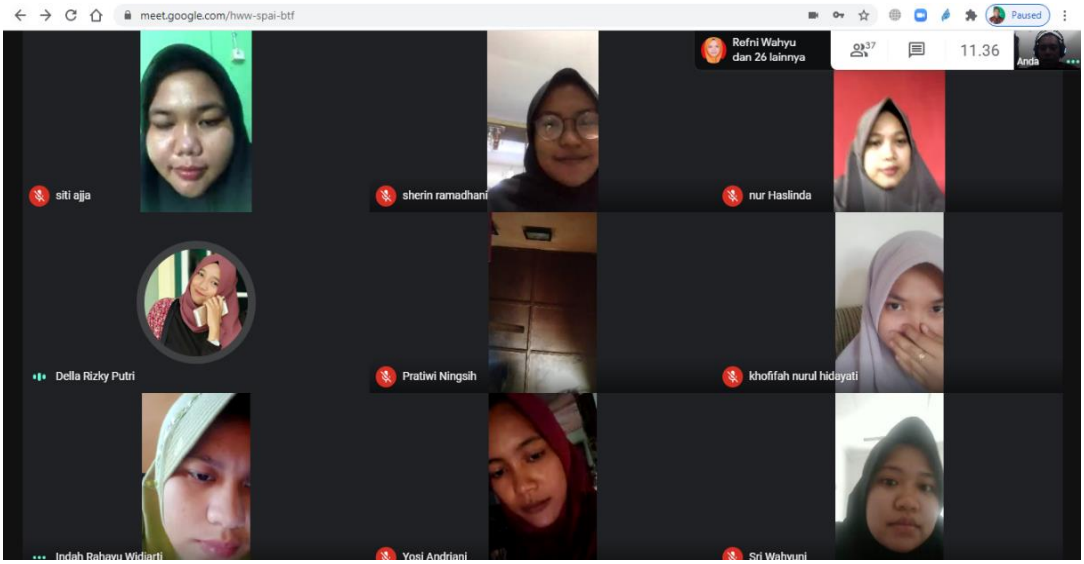


**Fig. 4.** Participants' discussion and questions

## 4. Conclusion

The workshop activity went smoothly without any major impediments, and the participants were 44 Fifth Semester Diploma Midwifery students. Measurement of the introduction of the Mendeley application prior to the workshop using the evaluation questionnaire revealed that 95.45% of participants did not know the Mendeley application at all, while 4.55% knew about it. The result of the evaluation questionnaire found that 70.45% of participants said that the Mendeley application was easy to use, and 29.55% said that it was difficult to use. 100% of participants would use the Mendeley application to prepare the final assignment report (LTA).

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Special thanks to the internal funder for community service from the STMIK Hang Tuah Pekanbaru.

## Author Contribution

The author as a lecturer in computer courses gave Mendeley tutorials for students of the Diploma Three Midwifery Study Program using observation and interview methods.

## Funding

Special thanks to the internal funder for community service from the STMIK Hang Tuah Pekanbaru.

## Conflict of Interest

The authors declare no conflict of interest.

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