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The Use of Mendeley Application to Avoid Plagiarism: A Case Study in Indonesia's Tertiary Education

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Abstract

The Mendeley and other automatic citation applications are used to help make the writing process more effective and avoid plagiarism. It is used massively in this digital age. Then, this case study aims to explore the motives behind plagiarism and the role of the Mendeley application and other online tools in avoiding plagiarism in Indonesia's tertiary education. The primary data was gathered by interviewing five master's students from one of the public universities in Indonesia. Then, the data is processed by transcribing, coding, selective, and axial coding. The results show five primary motives for plagiarism based on the interview: the lack of awareness and understanding of plagiarism, negative personal attitude, the ease of internet access, pressure from several aspects, lack of competency, and institutional factors. In terms of the role of Mendeley's application to avoid plagiarism, it is adequate to confirm, justify, and claim the issue conveyed in scientific work, highlight a particular idea, criticize or approve the premise of others, and build the argument. It can be concluded that there are various reasons scholars commit plagiarism, and the Mendeley application, as well as some other artificial intelligence tools, can help to avoid it. However, scholars need to uphold academic integrity and understand the use of the Mendeley application for educational purposes.

Keywords: Artificial Intelligence (AI) Tools, Mendeley Application, Plagiarism, Tertiary Education

Abstrak

Studi kasus ini mengeksplorasi motif dari tindakan plagiarisme dan peran aplikasi Mendeley dan atau perangkat daring lainnya dalam menghindari praktik plagiarisme di pendidikan tinggi Indonesia. Data primer dikumpulkan dengan mewawancarai lima mahasiswa magister dari Jurusan Pendidikan Bahasa Inggris di Universitas Negeri Yogyakarta. Kemudian, data diolah dengan cara transkripsi, pengkodean, selektif, dan pengkodean aksial. Hasil penelitian menunjukkan lima motif utama plagiarisme berdasarkan wawancara: kurangnya kesadaran dan pemahaman tentang plagiarisme, sikap pribadi yang negatif, kemudahan akses internet, tekanan dari beberapa aspek, kurangnya kompetensi, dan faktor kelembagaan. Dalam hal peran aplikasi Mendeley untuk menghindari plagiarisme, cukup untuk mengonfirmasi, membenarkan, dan mengklaim masalah yang disampaikan dalam karya ilmiah, menyoroti ide tertentu, mengkritik atau menyetujui premis orang lain, dan membangun argumen. Dapat disimpulkan bahwa ada berbagai alasan mengapa para akademisi melakukan plagiarisme, dan aplikasi Mendeley, serta beberapa perangkat kecerdasan buatan lainnya, dapat membantu menghindarinya. Namun, para akademisi perlu menjunjung tinggi integritas akademis dan memahami penggunaan aplikasi Mendeley untuk tujuan pendidikan.

Kata Kunci: Alat Kecerdasan Buatan (AI), Aplikasi Mendeley, Pendidikan Tinggi, Plagiarisme



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INTRODUCTION

Within the realm of academia, scholars may encounter difficulties in scientific writing, such as the issue of plagiarism. The problem becomes crucial as it directly impacts the writers' writing quality (Bautista & Pentang, 2022). Plagiarism is the act of exploiting someone else's work without permission or proper attribution. It also refers to using words, phrases, idioms, sentences, paragraphs, ideas, or complete writings without giving proper credit to the original authors (Ellis et al., 2018). Therefore, plagiarism refers to improperly using someone else's work in the academic field, purposefully or unintentionally, without proper citation or referencing.

Moreover, plagiarism significantly impacts other aspects, such as undermining academic integrity, which is crucial for authors and researchers in fostering knowledge development (Rozar et al., 2020). Various variables can impact authors' decision to engage in plagiarism, including lack of awareness and understanding of plagiarism, negative personal attitude, the ease of internet access, pressure from several aspects, lack of competency, and institutional factors (Rozar et al., 2020). The term used to refer to those circumstances is 'motive' for plagiarism. Motive pertains to the psychological factors that compel individuals to pursue the objectives that have been established. From this, it can be deduced that plagiarism occurs due to various circumstances, and it demonstrates a lack of integrity towards authors.

Plagiarism also occurs in tertiary education settings, where students are expected to create written works, essays, and other academic deliverables. Moreover, this problem has become even worse since various artificial intelligence tools were invented. University professors and tutors who teach Academic Writing to linguistic students notice that some students present neural network-generated essays as their own.

Tertiary education encompasses all education undertaken after high school, including college or university studies (UNESCO, 2025). Within this context, the institution establishes a specific threshold of plagiarism that must be met to achieve a score, pass a course, or graduate, as outlined by Keefer et al. (2020). This prerequisite requires the pupils to prevent plagiarism. Hence, the students must possess a comprehensive comprehension of and address the issue of plagiarism. Certain educational institutions even incorporate plagiarism into their curriculum as a benchmark for achieving excellence (Hasan & Khan, 2018; Jereb et al., 2018).

Plagiarism also occurs at Yogyakarta State University, which illustrates plagiarism at the tertiary education level in Indonesia. This university strictly prohibits plagiarism following Law Number 17, 2010, which explicitly addresses plagiarism in universities. Plagiarism is rigorously regulated and carries severe penalties, even at Yogyakarta State University. Furthermore, the university has established a maximum tolerance of 20% for plagiarism. If the plagiarism exceeds this threshold, severe consequences will be imposed on the author, including the revocation of scores or degrees. (YSU, 2023; FBSB UNY, 2015). As a result, this situation increases the academic stress on pupils, leading them to engage in plagiarism (Rozar et al., 2020).

Furthermore, according to the pre-research activity through a survey that the researchers have conducted, show that there is 97.2% of 36 total respondents of master students of the English Department, Yogyakarta State University have known and informed about plagiarism and its maximum tolerance percentage. However, some respondents declared that they still get in trouble with the plagiarism policy and need to revise their work. Therefore, it shows that there is still a gap between students' understanding and practice in the university regarding plagiarism.

Moreover, if the university does not create a comfortable academic environment by providing free seminars and workshops on academic writing to educate students to avoid plagiarism, it will worsen the

situation (Patak & Tahir, 2019). In order to avoid that, many things can be done to deal with plagiarism in tertiary education. Despite the honesty and integrity character in using certain resources, the researchers might also acknowledge the importance of managing resources in writing (Patak et al., 2020). This practical thing can be paraphrasing, editing, citing, and referring to the resource (Setiawaty et al., 2023). Those things are important and yet difficult to implement because somehow it is hard and takes time to do including referring to the resource and providing the good resources manually.

In contemporary times, there are numerous methods for effectively overseeing resources in the realm of academic writing. Mendeley is a tool that can be utilized. It is a costless software designed to organize and handle references and citations in written works. This program is widely prevalent among writers globally (Iskandar & Patak, 2019). The program can potentially deter plagiarism by generating accurate citations with appropriate references in the bibliography (Vijai et al., 2019). Patak and Tahir (2019) state that the Mendeley application can validate, substantiate, and assert the matter presented in scientific research. It can also emphasize a specific concept, evaluate, or endorse the assumptions made by others, and construct the argument.

Previous research has confirmed the validity of using application technology to manage citing and referencing to avoid plagiarism. Patak and Tahir (2019) find that there are multiple reasons for engaging in plagiarism, as identified by Mendeley developers. Additionally, the Mendeley application can detect and prevent instances of plagiarism. Basu and Chandra (2015) and Vijai et al. (2019) also emphasized that citation or reference management tools/software can help Indian students prevent plagiarism. Hence, it is evident that employing citation and referencing software can effectively prevent plagiarism.

However, the discussion of that topic is limited to superficial and biased perspectives from Mendeley experts and international teachers. Based on the given circumstance, the authors want to examine the motivations or motives behind plagiarism among students in the English Department of Yogyakarta State University, since there is a gap between students' understanding and practicing in actual condition. Besides, it also reveals students' perspectives on how the Mendeley application might be used to prevent plagiarism.

Besides, Mendeley is not the only tool that can help students deal with avoiding plagiarism. Some other artificial intelligence tools, such as Writefull, can be also used when writing academic texts. Writefull is an online tool that has numerous widgets such as *Title Generator*, *Abstract Generator*, *Academizer* and *Paraphraser* (Writeful, 2025). The last function called *Paraphraser* lets users enter their sentence or paragraph and then get the text rewritten instantly. Users will see small edits, word replacements, and even rewrites of phrases (Writeful, 2025). It is crucial to understand for both tutors and students that you still need to cite your source, no matter how much you change the language. The only thing you do not need to do after paraphrasing is add quotation marks, which is only required when you cite a source word by word. In all other cases, a citation should be added if the ideas or findings are not your own.

Thus, this article seeks to present facts and persuade readers regarding the potential motives for engaging in plagiarism within the student context. It also explores how such tools as Mendeley and Writefull might prevent plagiarism and help students with paraphrasing. By the conclusion of this paper, readers will gain a comprehensive understanding of plagiarism's motives and the use of online tools that help to prevent plagiarism.

METHOD

A qualitative case study was done to ascertain the underlying motivations behind plagiarism and to examine the efficacy of the Mendeley Application as a tool for plagiarism prevention. Creswell and Creswell (2018) define a case study as a qualitative research method that thoroughly investigates a program, event, activity, process, or one or more individuals. The study's data were gathered using semi-structured interviews (Magaldi & Berler, 2020) performed in English by the researchers over one week. The interviews involved five master's students from the Scientific Writing Class at one university in Yogyakarta, Indonesia. The samples were chosen based on the pre-research/mini-survey, participants' proficiency in utilizing the Mendeley tool for article writing and plagiarism prevention. Prior to data

collection, all participants were provided with detailed information about the purpose and procedures of the study through an informed consent form. They were informed that their involvement was not mandatory and that they could withdraw from the study at any time without any penalty or negative consequences. No participants were coerced to participate in any way. Informed consent was obtained from all participants in writing, confirming their understanding and willingness to take part in the research. The interview instructions consist of two indicators: "Plagiarism Motives," which is derived from Rozar et al. (2020) and comprises six questions, and "The Role of Mendeley in Preventing Plagiarism," adopted from Patak and Tahir (2019) and consisting of three questions. To ensure trustworthiness in this study, data collection was conducted through in-depth interviews using instruments adapted from sources and tested for suitability. The criteria of credibility, transferability, dependability, and confirmability (Nowell et al., 2017; Forero et al., 2018) were met through triangulation between informants, member checking, thick descriptions, audit trails, and researcher reflection. With this approach, the data obtained are believed to be valid, trustworthy, and accurately represents the informants' perspectives. The data analysis approach employed was qualitative, as Flick (2013) described, this involved transcribing and coding the data using selective and axial coding methods.

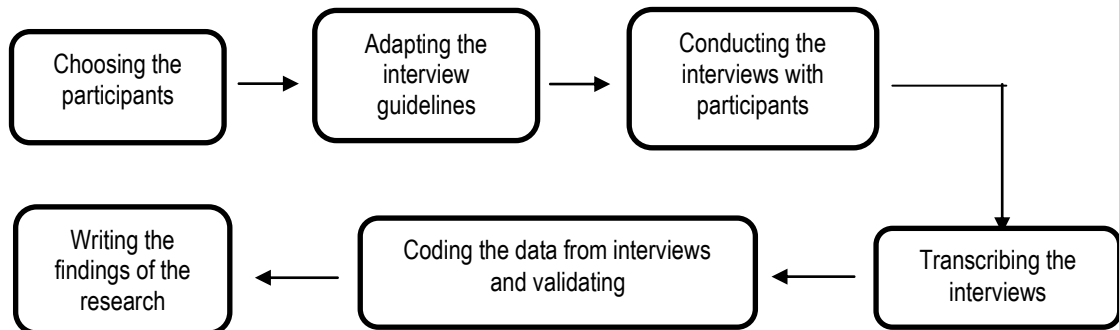


Figure 1. Research Steps

FINDINGS AND DISCUSSION

In this part, the researchers will explain the findings and discussion of the study. It is divided into two sub-topics: the motives of plagiarism and the role of Mendeley in avoiding plagiarism. Each topic will consist of several sub-discussions, and each of them will be discussed comprehensively by providing an overview of findings, a sample of findings, an explanation, and an elaboration of arguments to discuss the findings.

Table 1. Themes and Coding

No	Theme-Categories	Code	Sub-element	Sub-code
1	Plagiarism Motives	PM	Lack of Awareness and Understanding	PM-01
			Negative Personal Attitudes	PM-02
			Internet Facilities	PM-03
			Lack of Competency	PM-04
			Pressure	PM-05
			Institution	PM-06
2	Role of Mendeley	RoM	Confirm, Justify, and Claim the Issue Conveyed in Scientific Work	RoM-01
			Highlight a Particular Idea	RoM-02
			Criticize or Approve the Premise of Others, and Build Argument	RoM-03

The Motives of Plagiarism

According to the study's findings, there are six motives for students at Yogyakarta State University to commit plagiarism. In the following discussions, the researchers will discuss further the findings of each motive.

Table 2. The Finding of Motives of Plagiarism

No	Theme-Categories	Code	Sub-element	Sub-code (Code, Answer, Interviewee, Date)	Total
1	Plagiarism Motives	PM	Lack of Awareness and Understanding	PM-01/A2/S1-091123	16
				PM-01/A2/S1-091123	
				PM-01/A2/S1-091123	
				PM-01/A2/S1-091123	
				PM-01/A2/S1-091123	
				PM-01/A3/S1-091123	
				PM-01/A2/S2-121123	
				PM-01/A2/S2-121123	
				PM-01/A2/S2-121123	
				PM-01/A2/S2-121123	
				PM-01/A2/S2-121123	
				PM-01/A1/S3-131123	
				PM-01/A1/S3-131123	
				PM-01/A1/S3-131123	
				PM-01/A3/S4-091123	
				PM-01/A2/S5-091123	
			Negative Personal Attitudes	PM-02/A3/S1-091123	17
				PM-02/A3/S1-091123	
				PM-02/A3/S1-091123	
				PM-02/A3/S1-091123	
				PM-02/A3/S1-091123	
				PM-02/A3/S2-121123	
				PM-02/A3/S2-121123	
				PM-02/A3/S2-121123	
				PM-02/A3/S2-121123	
				PM-02/A2/S3-131123	
				PM-02/A2/S3-131123	
				PM-02/A2/S3-131123	
				PM-02/A3/S3-131123	
				PM-02/A3/S3-131123	
				PM-02/A4/S4-091123	
				PM-02/A2/S5-091123	
			Internet Facilities	PM-02/A2/S5-091123	14
				PM-03/A3/S1-091123	
				PM-03/A3/S1-091123	
				PM-03/A4/S1-091123	
				PM-03/A4/S1-091123	
				PM-03/A4/S1-091123	
				PM-03/A3/S2-121123	
				PM-03/A3/S2-121123	
				PM-03/A4/S2-121123	
				PM-03/A4/S3-131123	
				PM-03/A4/S3-131123	
				PM-03/A4/S3-131123	
				PM-03/A5/S4-091123	
				PM-03/A5/S4-091123 PM-	
				03/A3/S5-091123	
				PM-04/A5/S1-091123	
			Lack of Competency		9

	PM-04/A5/S1-121123	
	PM-04/A5/S3-131123	
	PM-04/A5/S3-131123	
	PM-04/A5/S3-131123	
	PM-04/A5/S3-131123	
	PM-04/A6/S4-091123	
	PM-04/A7/S4-091123	
	PM-04/A4/S5-091123	
Pressure	PM-05/A6/S1-091123	7
	PM-05/A6/S1-121123	
	PM-05/A6/S3-131123	
	PM-05/A6/S3-131123	
	PM-05/A6/S3-131123	
	PM-05/A8/S4-091123	
	PM-05/A5/S5-091123	
Institution	PM-06/A6/S1-091123	6
	PM-06/A7/S2-091123	
	PM-06/A7/S3-131123	
	PM-06/A8/S3-131123	
	PM-06/A9/S4-091123	
	PM-06/A6/S5-091123	

1. Lack of Awareness and Understanding

According to interviews with five master's students from the English Education Department at Yogyakarta State University, students tend to plagiarize due to a lack of awareness and understanding of plagiarism and the types of activities that constitute it. This condition leads them to commit plagiarism unintentionally. Here is one sample of the interviewee's statement related to the lack of awareness and understanding motivating students to commit plagiarism.

Sample 1 (S1): “.....Yeah, but copy paste and also *they lack of understanding about it....*” (PM-01/A2/S1-091123)

The sample finding above illustrates that the first sample of the respondent tended to plagiarize because she/he believed that the lack of awareness and understanding about plagiarism drives them to do it. Hence, people do not know or have not been informed about plagiarism policies (Anohina-Naumeca et al., 2020). They will do the easiest way to finish their writing works, such as copying and pasting other people's work and putting people's work without giving proper credit to the original authors (Ali, 2021; Anaman & Agyei, 2021; Phyo et al., 2023). All these happen because they do not understand that what they have done is plagiarism (Rozar et al., 2020; Starovoytova, 2017). Therefore, the lack of awareness and understanding is crucial in driving people to commit plagiarism.

Furthermore, informing students with up-to-date information on plagiarism is essential since the information will help them understand and avoid such activity. The teachers can do this activity (Elshafei & Jahangir, 2020). Additionally, increasing students' awareness of plagiarism by educating them is also an effective solution because it will save much time and effort to prevent plagiarism in their work (Rayhan & Amer, 2021). According to those discussions, it can be concluded that the lack of understanding and awareness triggers people to commit plagiarism. That is why educators must educate their students about plagiarism at the beginning of the class.

2. Negative Personal Attitude

Internal characteristics, including negative personal attitudes, also motivate people to commit plagiarism. It is proven through the findings of the study, where five respondents in the interview

session agreed with the negative personal attitudes that motivated students to commit plagiarism. The most negative attitude mentioned by the interviewee during the interview is laziness. Here is the sample statement of the interviewee on how laziness plays a role in triggering people to plagiarize.

Sample 4 (S4): *“when they they are lazy to do to do their work so they just doing plagiarism. It is like our pendirian, sebagai a student so because in my opinions, internal factor is is important factor to commit plagiarism, I think.”* (PM-02/A4/S4-091123)

The interviewee mentioned that laziness contributes a lot to plagiarism activity. The reason lies in the condition of the internal attitudes of the students. They tend to be lazy in doing certain activities, including working on their writing project. This laziness triggers them to plagiarize (Anaman & Agyei, 2021; Babaii & Nejadghanbar, 2016; Bautista & Pentang, 2022; Fitria, 2022). This internal problem worsens because the students choose the shortcut or the easiest way to finish their work without putting much time and effort into it, triggering their laziness even more (Fitria, 2022). Moreover, producing writing is also extremely difficult, including finding the ideas of writing. It also impacts the students, making them lazy and causing them to face deadlock in finding new ideas (Herda et al., 2024; Patak & Tahir, 2019).

It might be helpful to give students a clear idea of what stages online tools can be used at. Conventionally, all AI tools for teaching academic writing can be divided into 4 groups: brainstorming tools, outlining tools, editing tools and assessment tools. For instance, for those students who find it difficult to write in a formal style, researchers recommend the Writefull tool, with the *Academizer* function, which will help transform any sentence from an informal style into a formal one. For students who find it difficult to construct arguments logically, researchers will show Perplexity and/or Mymap.ai, since you can request an essay plan from these neural networks. If there are problems with the selection of scientific literature, ResearchRabbit can be presented, the tool will give us some references. The more online tools students have as helpers, the less lazy they are. Furthermore, in some cases, the students commit plagiarism because they do not feel guilty when they take other people's work (Gokmenoglu, 2017; Jereb et al., 2018). This condition exaggerates the negative personal attitudes to be even lazier and cleverer to find shortcuts and steal other people's work. Therefore, the researchers/authors must have good honesty and integrity in writing academic works (Lagoyda, 2019). This character will protect the researchers from being motivated to commit plagiarism.

3. Internet Facilities

According to the interview results of five master's students of the English Education Department of Yogyakarta State University, all believe that the ease of technology, including internet facilities, triggers students to commit plagiarism. The following sentence is one of the interviewees' answers describing how the ease of internet access motivates them to plagiarize.

Sample 2 (S2): *“...So, while it's a great resource, you gotta be careful not to fall into the trap of taking shortcuts that could get you into trouble, like plagiarism.”* (PM-03/A4/S2-121123)

As stated above, it can be seen that the interviewee believes that despite the benefit of internet access for gaining resources in writing. However, it is dangerous for researchers/authors to

be tempted to get trapped through the internet by copying and pasting specific resources to their works without giving proper credit. This condition shows that the ease of technology also triggers students to plagiarize (Phyo et al., 2023; Rozar et al., 2020). Using Internet facilities is an option for plagiarism because it is easy to access, especially when the students face limited time to accomplish their work (Elshafei & Jahangir, 2020; Harji et al., 2017). Hence, the obligation for publication, limited time, and other pressures also make the authors/researchers find shortcuts to overcome those problems with internet access (Anaman & Agyei, 2021).

The discussion in the previous paragraph shows that the ease of technology is most likely to be the factor in committing plagiarism despite other factors making it even worse. The existence of internet facilities does not always bring good benefits; on the other hand, it also brings negativities, including a motive for plagiarism. Therefore, it is essential for researchers and educators to properly understand the use of internet access for academic purposes and educate students and future researchers to be wise and place academic integrity highest (Dyanggih et al., 2022; Patak et al., 2021). This condition will improve their ability to use internet facilities wisely and prevent using the internet for plagiarism.

4. Lack of Competency

All participants agreed that lack of competency is one of the factors that cause someone to commit plagiarism. A lack of competency includes lacking writing skills and not fully understanding the subject. The following is one of the statements from the participants regarding what it means that a lack of competency can influence someone to commit an act of plagiarism.

Sample 3 (S3): *"If we have lack of writing skills it will be difficult for us to express our idea clearly in our writing. And that will lead us also to commit plagiarism. Instead of concluding, we only copy and paste based on the easiness of internet that I mentioned before and it will lead us to do plagiarism."* PM-04/A5/S3-131123

From the statement, the participant explained how the lack of competency in writing skills can influence someone to commit plagiarism. It is important to have a good understanding of writing, such as paraphrasing a statement from sources we read and writing citations appropriately to support our opinions. This can avoid plagiarism because we can express ourselves correctly according to the rules. Understanding the subject also needs to be considered so that our writing does not go off track and still fits the scope of the subject. Students still have poor writing skills even though they have learned it. In line with that, the lack of knowledge in writing can encourage students to commit acts of plagiarism, such as taking other sources without writing their statements (Fatima et al., 2019).

Poor writing skills can force students to plagiarize since they must finish the assignment but do not know how to write a good essay or cite properly (Javaid et al., 2020). Higher education students need good writing knowledge since they have to deal with many assignments, primarily about writing. Therefore, students must actively learn more about writing knowledge, and educators play a role in educating students to write well and appropriately (Anaman & Agyei, 2021). This can prevent students from plagiarizing because they already have proper knowledge in terms of writing skills.

5. Pressure

Another factor that makes someone plagiarize is the pressure that comes from internal or external. As stated by all participants, the pressure that arises is the reason why someone can commit plagiarism. These pressures include deadlines on assignments, heavy academic loads, and expectations from family and friends. The following is a statement from one of the participants regarding how pressure can influence someone to commit plagiarism.

Sample 2 (S2): *“Of course, ya, well, tight deadlines, academic pressure, a heavy workload, and family expectations **can collectively push individuals to resort to plagiarism to meet their obligations quickly.**”* PM-05/A6/S2-121123

According to the participant's statement, the amount of pressure that comes, such as assignment deadlines pressure, can trigger someone to commit plagiarism. Students feel stressed by the number of assignments and books or journals they must read to complete these assignments. This causes students to feel restless, and they think of finding a quick solution to pass the assignment by copying and pasting, which leads to plagiarism. In order to get better grades, students tend to commit academic dishonesty because of their pressure (Elshafei & Jahangir, 2020). Also, the expectations from family, teachers, and friends cause students to commit plagiarism. The expectation from the family or teachers to get good results in terms of academics makes students feel insecure, so they take other people's work and make it their own in order to get good grades so the expectations of the family or teachers can be fulfilled (Babaii & Nejadghanbar, 2016).

For students not to commit plagiarism, family or teachers must provide support to make them feel less anxious about completing their tasks. Teachers can pay attention to students in the learning process to set assignments based on their abilities. This can help reduce plagiarism so students can work on assignments confidently (Babaii & Nejadghanbar, 2016).

6. Institution

The last factor causing people to plagiarize is from the institution. All participants mentioned that the institution plays a vital role in students committing plagiarism. Below is a statement from one of the participants regarding the role of institutions in causing plagiarism.

Sample 5 (S5): *“Schools **provide resources and guidelines** to help students understand and avoid plagiarism.”* PM-06/A6/S5-091123

The existence of institutions in educating plagiarism influences students to be more careful in doing their assignments and avoid acts of plagiarism. Here, the institution can provide unique learning on plagiarism, such as seminars or workshops. This can provide information to students about acts of plagiarism and how to avoid them. In addition, another participant explained how the institution provides students with information about plagiarism.

From the participants' answers, the institution educates students by providing resources and guidelines related to knowledge about plagiarism. It aims to make students understand that plagiarism is an ethical violation in an academic context that needs to be considered (Razali et al., 2016). Therefore, students who do not know about plagiarism need to actively find out and learn about it to avoid such actions. On the other hand, institutions can take particular actions in plagiarism prevention, such as using Turnitin for students (Rayhan & Amer, 2021). This action seeks to provide

students with information on how much plagiarism is found in their work so they can carefully take sources and write according to existing rules.

The Role of Mendeley to Avoid Plagiarism

Based on the results from the participants, Mendeley has three roles in helping students to avoid plagiarism.

Table 3. The Role of Mendeley Application in Avoiding Plagiarism

No	Theme-Categories	Code	Sub-element	Sub-code (Code, Answer, Interviewee, Date)	Total
1	Role of Mendeley	RoM	Confirm, Justify, and Claim the Issue Conveyed in Scientific Work	RoM-01/A7/S1-091123	8
				RoM-01/A7/S2-121123	
				RoM-01/A9/S3-131123	
				RoM-01/A9/S3-131123	
				RoM-01/A9/S3-131123	
				RoM-01/A10/S4-091123	
				RoM-01/A10/S4-091123	
				RoM-01/A7/S5-091123	
			Highlight a Particular Idea	RoM-02/A8/S1-091123	8
				RoM-02/A8/S2-121123	
				RoM-02/A10/S3-131123	
				RoM-02/A10/S3-131123	
				RoM-02/A10/S3-131123	
				RoM-02/A10/S3-131123	
				RoM-02/A11/S4-091123	
				RoM-02/A8/S5-091123	
			Criticize or Approve the Premise of Others, and Build an Argument	RoM-03/A10/S1-091123	10
				RoM-03/A10/S2-121123	
				RoM-03/A11/S3-131123	
				RoM-03/A11/S3-131123	
				RoM-03/A11/S3-131123	
				RoM-03/A12/S4-091123	
				RoM-03/A12/S4-091123	
				RoM-03/A12/S4-091123	
				RoM-03/A13/S4-091123	
				RoM-03/A9/S5-091123	

1. Confirming, Justifying, and Claiming the Issue Conveyed in Scientific Works

According to the interview of five sample master students of the English Education Department, Yogyakarta State University. They stated that Mendeley's first and most crucial role in avoiding plagiarism is confirming, justifying, and claiming the issue conveyed in scientific works. This condition shows how important it is to use Mendeley to avoid plagiarism in scientific work. Here is one sample of the interviewee's statement related to confirming, justifying, and claiming the issue conveyed in scientific works.

Sample 3 (S3): *“Citing and referencing is a way to avoid plagiarism. As I mentioned before, proper citation and referencing may help us to prevent plagiarism which is we present someone else work or idea but on our own, like we present their results but we are not copy-paste their work.”* (RoM-01/A9/S3-131123)

The sample finding above illustrates that the third sample of the respondents stated that proper citation and referencing might help researchers prevent plagiarism, and it is present in

someone else's work or idea but in their own way. The respondent's viewpoint underscores a commitment to academic transparency and intellectual honesty. By citing sources appropriately, researchers not only adhere to ethical standards but also contribute to the overall credibility of their work. This approach ensures that readers can trace the origins of information, fostering a culture of accountability within the scholarly community (Reis et al., 2022). In preventing plagiarism, effective citation practices demonstrate respect for the intellectual contributions of others and facilitate a nuanced understanding of the subject matter. According to Mesra et al. (2023), acknowledging the respondent's importance of citation and referencing reflects a broader awareness of the collaborative and cumulative nature of academic discourse, where each contribution builds upon the foundations laid by previous researchers.

Furthermore, Mendeley has a vital role in addressing plagiarism in scientific works. The students stressed the importance of Mendeley for confirming, justifying, and claiming issues in academic writing. Sample 3's emphasis on proper citation and referencing as a means to prevent plagiarism aligns with existing literature, showcasing the commitment to ethical standards and the credibility of research. This supports the broader understanding of academic discourse as collaborative and cumulative, where each contribution builds upon predecessors' work (Mesra et al., 2023; Reis et al., 2022). Overall, this underscores the essential role of tools like Mendeley in promoting transparency and intellectual integrity within the scholarly community.

2. Highlighting Particular Idea

According to the interview of five sample master students of the English Education Department, Yogyakarta State University. They all say that highlighting particular ideas is also essential for Mendeley to avoid plagiarism. This condition shows how important it is to highlight a particular idea to avoid plagiarism. Here is one sample of the interviewee's statement highlighting the particular idea.

Sample 2 (S2): *"Mendeley highlighting helps authors **remember key parts of their sources for proper citation and referencing.**"*
(RoM-02/A8/S2-121123)

The statement from the second sample shows that Mendeley's highlighting helps authors remember critical parts of their sources for proper citation and referencing. This means Mendeley's highlighting function is a beneficial tool for authors, aiding in retrieving vital information from their sources and thereby assisting in the accurate citation and referencing of significant points. Through the capability to highlight and annotate crucial sections, Mendeley helps authors remember essential content, promoting effective information retrieval and enhancing the precision of citation practices for scholarly writing (Boarin & Martinez-Molina, 2022). Mendeley's highlighting and annotation features empower authors to remember crucial content, facilitating efficient information retrieval. This enhances precision in citation practices and ensures the seamless integration of critical details into scholarly writing (Inouye et al., 2022).

According to that discussion, it can be inferred that the feedback from the master's students interviewed stresses the importance of using Mendeley to highlight key ideas, as mentioned in Sample 2. This not only helps avoid plagiarism, as noted by the students but also supports authors in remembering and referencing crucial information. Overall, their experiences highlight how Mendeley's highlighting and annotation features are essential for effective information retrieval, ensuring accurate citations and improving the overall quality of scholarly writing.

3. Criticizing or Approving the Premise of Others and Building Arguments

According to the interview of five sample master students of the English Education Department, Yogyakarta State University. They all state that Mendeley's last role is criticizing or approving the premise of others and building arguments. This condition shows that the researchers can criticize or approve the premise of others and build every argument on it. Here is one sample of the interviewee's statement highlighting the particular idea.

Sample 4 (S4): *"...then good its easy for you to click the Mendeley and it can bring you to the link and to know whether your reference is from a tradable journal or not and to check your reference so meaning."* (RoM-03/A12/S4-091123)

This statement from Sample 4 emphasizes Mendeley's user-friendly functionality in facilitating the validation of reference sources. The seamless process involves a simple click on Mendeley, enabling users to swiftly access the associated link and assess the credibility of the reference (Patak & Tahir, 2019). This feature proves particularly valuable in discerning the scholarly legitimacy of the journal from which the reference originates. The importance of meticulously verifying references for precision and reliability highlights Mendeley's pivotal role in expediting this crucial aspect of scholarly research (Cox, 2021). The quote accentuates how Mendeley's intuitive interface streamlines, ensuring the academic integrity of referenced sources.

Furthermore, the feedback from five master's students in the English Education Department at Yogyakarta State University highlights Mendeley's versatile role in the research process. Specifically, the students note that Mendeley plays a crucial part in critiquing or endorsing the premises of others and constructing well-founded arguments. This capability empowers researchers to engage critically with existing literature, supporting or challenging established ideas. Additionally, a supporting statement from Sample 4 underscores the user-friendly nature of Mendeley, enabling researchers to validate reference sources efficiently and assess the scholarly legitimacy of journals. This aligns with the broader theme of Mendeley's contribution to expediting meticulous reference verification, emphasizing its pivotal role in upholding the precision and reliability of scholarly research.

Besides, to validate the interview data, the researchers also used Turnitin Checker. According to Turnitin Check for checking plagiarism check that all respondents have very low or minimal plagiarism percentages. It revealed that the lowest plagiarism percentage is 9% and the rest is lower than 20%. It can be inferred that the research respondents who understand and use the Mendeley application have a higher percentage of plagiarism, meaning the Mendeley application has a significant role in managing plagiarism levels.

Thus, some recommendations for university teachers can be provided. To teach university students to write original academic texts, university teachers need:

- a) Not to resort to a complete ban on neural networks, which can provide some kinds of assistance for students who find writing academic texts difficult. On the contrary, it is necessary to explain to students how these artificial intelligence tools can be used rationally.
- b) To provide students with some paraphrasing strategies, which can include several steps: reading and understanding the main idea, listing important keywords, numbers, and names, restating the main idea, comparing your paraphrase with the original, checking the sentence construction with the original, and editing your paraphrase if necessary.

- c) To let students use online tools in case of difficulties by introducing these tools to them. The teacher aims to demonstrate the way one can use AI tools and teach students to formulate prompts to neural networks correctly.
- d) As part of the curriculum, students should be taught that copying is unacceptable. It may lead to problems in their academic careers
- e) To support students in writing their essays and papers, set clear, adequate deadlines that will not put moral pressure on students.
- f) To hold seminars in which plagiarism issues are raised regularly.

Finally, the use of Mendeley also brings an unexpected negative outcome for some users. Mendeley, which once received praise for its offline capabilities and optimized citation features, has experienced a notable decline in user satisfaction following its rebranding as Mendeley Reference Manager under Elsevier's ownership. The forced transition to a purely cloud-based platform has led to widespread frustration among researchers and students alike (Mendeley users, 2023). Many users have reported issues such as slow synchronization, delayed document uploads, malfunctioning citation plugins within Microsoft Word, and a generally cumbersome user interface. These technical problems have directly impacted academic productivity, particularly during urgent writing and research activities. Some long-standing users have even abandoned the platform entirely, citing unreliable performance as a key factor (Mendeley users, 2023).

Feedback from various academic forums and platforms emphasizes the depth of this discontent. For example, one doctoral student shared, "Mendeley has become incredibly frustrating. It constantly struggles to sync, and some documents simply do not appear. It is practically unusable for me now" (Mendeley users, 2023). Additional complaints include the removal of essential features, limited offline access, and frequent crashes. All of which have eroded trust in the tool. Consequently, many researchers are exploring alternative reference management solutions like Zotero or EndNote, which are perceived as offering greater stability and flexibility (Mendeley users, 2023). These ongoing issues suggest that, despite its capabilities, Mendeley currently falls short of meeting the practical needs of academic research and writing.

CONCLUSION

In conclusion, this study investigates the core motivations behind plagiarism among master's students at Yogyakarta State University and examines the role of digital tools, specifically Mendeley and Writefull, in reducing instances of academic dishonesty. Using a qualitative case study approach through semi-structured interviews, six main motives emerged: lack of awareness and comprehension, negative personal attitudes towards plagiarism, the accessibility of internet resources, limited academic skills, external pressures, and a lack of institutional support such as seminars or plagiarism workshops. These insights address a important gap by connecting students' theoretical understanding of plagiarism with their actual writing behaviors, emphasizing the importance of both structural reforms and behavioral interventions within academic environments. Besides, the research emphasizes that citation management tools and AI-driven applications like Mendeley and Writefull assist students in steering clear of plagiarism by enabling them to verify sources, provide justifications, emphasize key information, and critically interact with academic texts, capabilities essential to uphold scholarly integrity. Nevertheless, the study also observed a decline in Mendeley's practical performance, prompting educators and institutions to not only advocate for these tools but also to continuously evaluate their reliability. Based on these findings, it is recommended that educators provide early and ongoing instruction on plagiarism, incorporate

paraphrasing techniques, permit guided use of AI tools, and organize regular workshops emphasizing academic integrity. By nurturing both technical proficiency and ethical awareness, these strategies can promote a culture of responsible and honest academic writing. Moreover, this research is limited to using the data from interviews and the results of plagiarism checkers from higher education students in the English Department. Therefore, it is essential to conduct further research that incorporates other data from other levels and departments to justify and reveal other views regarding the motives and roles of Mendeley and other citation tools to avoid plagiarism in the academic realm.

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