

Exploring Mendeley-based thesis supervision model to avoid plagiarism

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ABSTRACT

This study explored Mendeley-based thesis supervision models to avoid plagiarism. The focus of this study was four issues: i) Selecting the topic and deciding the thesis title; ii) Browsing and managing references; iii) Validating references; and iv) Matching ideas between the students' arguments and citing other authors' statements. This study employed a qualitative method with a case study design to explore an in-depth understanding of the Mendeley-based thesis supervision model to avoid plagiarism. Researchers posted a call for an interview in social media group for an English as a Foreign Language (EFL) lecturer in South Sulawesi, Indonesia. There were 15 EFL lecturers applied, but only four met the criteria. The criteria for choosing the participant are based on the Mendeley presentation experience, full-time teaching career, and willingness to participate in virtual interview sessions. There were two participants from a public university, one was from a private university, and the other was from a state Islamic university. A semi-structured interview technique was applied in this study. This study employed thematic analysis to explore participants' responses. This study reported that supervisors experienced different cases from the four items identified in this study. They are: i) Selecting the topic and deciding the thesis title, ii) Browsing and managing references; iii) Validating references; and vi) Matching ideas between the students' arguments and citing other authors' statements.

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1. INTRODUCTION

To complete an undergraduate education program, a student must make a scientific work in the form of a thesis. Academic guidelines regulate the provisions of thesis supervision, and the thesis writing procedure is regulated in the thesis writing guideline [1]–[3]. One of the essential rules is that students must make a statement that their thesis is free from plagiarism and that this statement is included in the thesis. However, in reality, some gaps cause the thesis preparation process to be hampered. In this case, the supervisor's role is vitally important to supervise thesis writing, which is very vulnerable to acts of plagiarism. Many reasons for plagiarism can align with these circumstances [4]–[6]. For example, students think their ideas are the same as someone else's work, have different data, conduct research in distinct locations, and other classic reasons.

Indeed, one of the fundamental aspects that cause a "break" to the objectivity of writing this kind of scientific work is academic dishonesty [7]–[9]. This aspect needs to be built early on. However, restarting the system can overcome negative symptoms in the academic world. This study is subject to exploring a model

for guiding the students to write their original work in the form of a thesis requirement for study completion. From the beginning of selecting thesis topics to the writing process must be based on a system responsible for supervising thesis writing. The selection of topics should describe the depth and scope of a study to be covered [10], [11]. The topic studied should contain not too broad and not too narrow problems. It would be nice if the proposed topic was more specific, interesting, and academically and practically actual. The topics raised should also not be widely researched by others. Even if there have been previous studies, the students may take the other side or a certain side, which has not received much attention. Once the topic is determined, the next step is to determine the title by considering the use of simple sentences but showing the variable/theme of the research clearly. The thesis title should also be able to indicate the purpose of the research. At this stage, the supervisor must consider students' research interests to be enthusiastic and challenged to research [12]. In addition, the determination of titles should also have significance as a scientific work: both in terms of academic needs (promising theoretical findings) and practical terms (as problem-solving). Do not let a study lack promise for contributions in both thought discourse and empirical descriptions.

A supervisor should take the next step to teach students how to browse and manage references. A lecturer must accompany students while tracing and managing references to avoid plagiarism [13]. By supporting ethical source use, students can learn how to avoid plagiarism. Researchers implemented Mendeley's web use as an academic reference search medium in this study. Students can type keywords on Mendeley web, and automatically, Mendeley will display all related documents based on three criteria: most relevant, most recent, and most cited. Mendeley provides open-access information that Mendeley users can view directly on the journal website. All the related documents are also available to access in Mendeley. The metadata can be added to the Mendeley library. All metadata stored by Mendeley users can be viewed in the Mendeley library web version and Mendeley reference manager (new desktop version) or Mendeley desktop (old desktop version). Mendeley users can directly cite Mendeley metadata in Microsoft Word without having to access Mendeley desktop if using Office 2016, 2019, or Office 365 with the help of the "Mendeley Cite" feature.

The next step that the supervisor should take is to validate the reference. The supervisor must ensure that the student cites academic references from journals, proceedings, books, or book reviews from trusted publishers. Validation of this reference is crucial to avoid potentially filtering out references or books identified as plagiarism in retranslation [14]. The supervisor should also carefully examine the references that students cite for the anticipated actions of students who change the reference title of Indonesian into English as if the original reference is English. Students can be educated to evaluate information and sources critically [15].

Another important factor is feedback on matching the student's ideas in the thesis paragraph and the cited author's idea. The supervisor must ensure that the students cite the appropriate paper. It is vital to anticipate the tendency of students to cite references to increase the number of citations without regard to the suitability of the idea. This factor must be a concern because students may also be less careful when citing sources. Maybe students feel they have cited the appropriate sources, but the research topic's context is different, so the reference is inappropriate. However, students may also have limited full-text access to the cited sources, lacking understanding. Therefore, this study explores Mendeley-based thesis supervision models to avoid plagiarism. This study proposes four objectives of the study: i) To explore the role of supervisors in assisting students in selecting the topics and deciding the thesis title; ii) To explore the role of supervisors in helping the students in browsing and managing references; iii) To explore the role of supervisors performing validating students' thesis reference; and iv) To explore the role of supervisors providing feedback on matching ideas between the students' arguments and citing other authors' statement.

2. RESEARCH METHOD

2.1. The design of the study

This study employed a qualitative method with a case study design to explore an in-depth understanding of the Mendeley-based thesis supervision model to avoid plagiarism. A case study is a description of a case that is used to gain a deeper knowledge of the circumstances of a specific case [16]. This design was chosen to capture professional English as a Foreign Language (EFL) lecturers' perspectives toward the Mendeley-based thesis supervision model to avoid plagiarism. This allowed researchers to propose a new model of Mendeley-based thesis supervision to avoid plagiarism that is different from previous studies. The semi-structured interview was used in this study due to the advantages for researchers familiar with a subject but want to allow participants to voice new concerns [17].

2.2. Participant

Researchers posted a call for an interview in social media group of EFL lecturers in South Sulawesi, Indonesia. Fifteen EFL lecturers applied, but only four of them met the criteria. The criteria for choosing the participant are based on the Mendeley presentation experience, full-time teaching career, and willingness to participate in virtual interview sessions. There were two participants from a public university, one was from a private university, and the other was from a state Islamic university.

2.3. Data collection

A semi-structured interview technique was applied in this study. When there is some understanding of the themes or concerns under inquiry, but more information is needed, semi-structured interviews are performed [17]. The virtual interview was recorded using the Zoom application with approval by each participant. All participants were contacted individually and asked for their availability. All the authors interviewed the participants simultaneously. The interview ran for about 60 minutes with each participant. All the authors (interviewers) adhered to the same guideline and procedures.

2.4. Data analysis

This study employed thematic analysis to explore participants' responses. The thematic analysis is the most common in a qualitative study to obtain interviewee responses [18]. The researchers transcribed the recorded video and analyzed them thematically. The transcripts were cross-checked three times to validate the interviewee's responses. Participants were assigned a number to ensure anonymity, and their transcripts were coded in nodes. A node is a basic unit of a transcript data structure. The results showed the themes identified and subthemes within the new model of Mendeley-based thesis supervision to avoid plagiarism. Themes are considerably important in data based on the research question representing a patterned response level or meaning in a dataset, whereas subthemes give structure to broader themes [18]–[20]. This study identified four items: i) Selecting the topic and deciding the thesis title; ii) Browsing and managing references; iii) Validating references; and iv) Matching ideas between the students' arguments and citing other authors' statements.

3. RESULTS

3.1. Selecting the topic and deciding the thesis title

Although the head of the study program has determined the topic and title of the research, the supervisor is still given the authority to change the topic and the title. The supervisor can also change the title only. However, some students are unwilling to change the topic, so the supervisor asks the student to find another supervisor. These three aspects arise from the results of the interview.

3.1.1. Research topics changed and titles tailored to new topics

The interview results showed that many students were forced to change the topic and title of their thesis due to several factors. One of them is the absence of novelty in the research framework. The supervisor said that students came to bring research topics that seemed nothing new with a title and only seemed to change the research location.

“My students came carrying research topics that looked classic. The title of the proposal seemed to replace the location of the previous thesis research. My students are also proven to submit the same research title as the online version. I then discussed and conveyed to the students about other possible topics of interest. Finally, it was decided to change the topic while changing the title of the thesis proposal” (Interview, lecturer 1)

The results of this interview showed that the change in the topic and title of the students' thesis was based on the supervisor's suspicion of the student's ideas originality. The supervisor suspected that the student planned to plagiarize because it was found that there was the same online thesis title. Considering students' future career, students are invited to change the topic and title of the research while still considering the student's research interest. Another lecturer said that students also asked that the topic and title be replaced.

“My student changed his mind after several discussions about his research plan. My students are not sure they can complete their research by maintaining existing topics and titles. Then, we agreed to change the topic and title of the research to solve the thesis proposal more rational” (Interview, lecturer 3)

This study also shows that students are aware of their competence to complete the proposed research plan. Research topics and titles approved by the head of a study program were then changed with new topics and thesis titles. Thus, students are expected to be able to work on and complete their research plans by maintaining the principle of academic honesty. Another case found that students whose research topics were retained and only the research title was replaced. The instructor considers the research topic interesting, and only the title needs adjustment. After several times of supervision, the changes in the research question and objectives led to changes in the title of the proposal.

3.1.2. The title of the study was changed

Students are expected to start looking for new references to minimize plagiarism opportunities with the new research title. Lecturers assume it is acceptable to change the research title if the goal is to sharpen the research. This title change is also rational because research questions and objectives change after discussions between students and supervisors. In other cases, the supervisor reported that there were also students who stayed with their research topic. The topic of research and the title of the thesis proposal submitted by students were indicated to be similar to the published thesis online. The supervisor also persists in replacing the new topic with a new research issue. However, students also have the right to maintain the topic and title of their research by showing the research gaps between their study and previous investigations.

“The research topic is interesting; it is just that the title of the thesis proposal needs adjustment. Students are required to consult several meetings to find out a suitable new title. After revising the research question and objectives, my students’ thesis title was changed” (Interview, lecturer 2)

3.1.3. Students cannot change the topic of research

The supervisor realized that there should be no element of coercion in the thesis supervision process. Students who still want to stick with the topic and title of their research should be returned to the head of the study program to find another prospective supervisor. The advice of supervisors who change research topics is based on efforts to prevent plagiarism because the proposed research topic and title have no novelty, so it is feared that students have prepared a thesis that is ready to be duplicated.

“I suspect my students have plans to plagiarize by submitting research topics and titles that have no element of novelty. I suggested changing the research topic to fit the latest research trends, but the students refused. Because students cannot change the topic of research, so I decided to make my students look for other supervisors” (Interview, lecturer 4)

3.2. Browsing and managing references

This research shows that supervisors reported different experiences in terms of browsing and managing references. A supervisor said that his students do copy-paste citations and bibliographies from several theses published online, and some supervisors found their students manage references manually. In addition, a lecturer said that his students use Mendeley partly in managing his references; some are still manual.

3.2.1. Copy-paste citations and references from online thesis and paper

The supervisor reported that the student tried to trick him by completely copying a paragraph with citations and references from several theses and online papers. The supervisor reported that initially, his suspicions arose after grammatical errors were not found in several paragraphs. Moreover, the supervisor was shocked after finding his sentence copied verbatim by his student. The supervisor also reported that students maintain academic writing integrity but still manage references manually. Although the reference style is correct using the American psychological association (APA) style because it is copied from Google Scholar, it is still difficult to synchronize between citations and references. In the supervision process, some of the ideas in the paragraph are changed, followed by the change of citations. Students end up confused about updating the references.

“Some of the students I supervised did terribly. They do copy-paste citations (complete with paragraphs) from several online theses and papers. Similarly, the references are also copied paste. I became suspicious after finding some paragraph pieces that had no grammatical errors. However, after my paragraph was copied verbatim, I was shocked that my student copied the citation with a reference of some theses and online papers” (Interview, lecturer 3)

3.2.2. Manual reference management

The supervisor in this study reported that many students still use manual methods in managing thesis references. As a result, citations and references are difficult to synchronize. Some references are in citations but not in the references, and some references in the references remain not in the citation. Thus, students spend much time just matching citations and bibliographies. Although students understand what Google Scholar copies style and references, the compatibility between citations and bibliographies lists is still difficult. Another uniqueness expressed by the supervisor in this study is the use of Mendeley to manage some references. Some students use Mendeley when participating in the workshop. After the workshop is completed, students return to manual citations. Mendeley's application was never updated again because it was no longer used. Ultimately, Mendeley file error every accessed until finally, students use Mendeley in full.

“Many of my students still manage references manually. Although my students understand APA style, the compatibility between citations and references is difficult to realize. In some paragraphs that have been edited after the mentoring process, my students seem confused about updating the references. Finally, my students spend much time manually adjusting between citations and references” (Interview, lecturer 1)

3.2.3. Partial manual and part Mendeley reference management

In recent years, Mendeley workshops have been held as free or paid workshops. Some study programs also regularly hold Mendeley workshops at least once a year. As a result, many students use Mendeley in full, but many still return to the manual way. The problem occurred when Mendeley's application was never updated. In the end, the student error thesis file. Thus, there was no other option unless the student returned to using Mendeley completely.

“My students only used Mendeley during the workshop. After the workshop was completed, Mendeley was never again accessed, so it was never updated again” (Interview, lecturer 4)
“My student thesis file errors because Mendeley's application was never updated. After attending Mendeley's workshop, my students returned to manual citations. After the thesis file error, the student finally forced himself back to use Mendeley in full” (Interview, lecturer 2)

3.3. Validating references

Existing online references should be selected because many do not go through the review process properly. The supervisor must ensure that the student cites only academic references in journal articles, proceedings, books, or book reviews from trusted publishers. Validation of reference is crucial in thesis writing to avoid using references that may one day disappear from the online version. Reference validation also aims to filter references in journal articles or books that are identified as plagiarism in retranslation. The supervisor should carefully examine the student thesis references to change the reference title from Indonesian to English as if the reference is original in the English version. Some experiences reported by supervisors regarding validating the references are:

3.3.1. References do not go through a good review process

In this study, the supervisor revealed his experience that efforts are needed to encourage students to use references with a permanent online address. A popular permanent online address is Crossref's digital object identifier (DOI). The DOI also functions as a feature that displays the accuracy of bibliographic data (metadata). Nevertheless, certain journals display incorrect DOI, so student awareness is still needed to check the accuracy of thesis reference metadata.

“Many of my students use references that are not reviewed properly, so the arguments are not strong. Generally, such references do not sufficiently get theoretical studies and weak empirical research findings. Such references are not free from plagiarism; it leads to fatal errors because students cite ideas that have been plagiarized” (interview, lecturer 2)

3.3.2. Citing references that provide permanent addresses online

The supervisor said that students need to be educated not to rely on Mendeley's accuracy of full metadata tracking. Mendeley is just a tool that manages references and tracks library data. Therefore, it is also necessary for the efforts of supervisors to foster awareness of the importance of selecting the use journal references published by reputable publishers. However, if the issues discussed are limited to references, there

are no other reference options from reputable publishers, then the solution is to cross-check metadata accuracy even though the reference already has a DOI.

Another reference validation issue is the use of original references in English. Many supervisors found cases of students cheating using Indonesian references whose titles were translated into English. Once searched, the student's title in his references is not available online. The supervisor reported that translated references could be traced by translating the title into Indonesian and searching on Google Scholar; the original title in Indonesian will be tracked.

“I direct my students to cite references that provide DOI features. This feature allows automatic tracking of reference literature (metadata) data. However, it is also worth remembering that some journals display mistaken DOI, so high self-awareness is needed to keep students thoroughly examining the accuracy of their thesis reference metadata at Mendeley” (Interview, lecturer 3)

“I invite my students to remain selective using references. Although the reference already has a DOI, not necessarily the metadata is accurate, except for journals published by reputable publishers. Therefore, journals published by publishers that are not reputable are reduced in use. However, if the sources that discuss the necessary topics are difficult to find, students are encouraged to cross-check the accuracy of metadata” (Interview, lecturer 1)

3.3.3. Citing original references in English

The supervisor in this study revealed that some students may experience language limitations or are lazy to look for references in English. Some students are desperate to translate the title of journal articles as if the article is sourced from an English-language journal. This fraud is difficult to prove in the supervisor is insensitive and thoroughly examines the references of his students.

“Some of my students cheated by translating reference titles into English as if as international journal references. The fact is that the title of the journal article is not tracked in google scholar. This should be suspected so that the supervisor needs to make efforts to translate the title of the reference article into Indonesian to then search for it on google scholar. If tracked, then the student is proven to be cheating” (Interview, lecturer 4)

3.4. Matching ideas between the students' arguments and citing other authors' statements

The supervisor in this study revealed that efforts are needed to trace the suitability between students' ideas in the thesis paragraph and the cited author's ideas. Supervisors need to make efforts to ensure their students cite the appropriate paper. Supervisors need to make efforts to anticipate the tendency of students to cite references to show the number of references that are cited without paying attention to the suitability of ideas. Some issues reported by supervisors relating to matching ideas between the students' arguments and cited in other authors' statements are:

3.4.1. tendency to increase the number of citations

Supervisors report that the tendency to increase the number of citations can cause students to lack academic integrity. Students prioritize the number of citations by ignoring the proportion of citing strong arguments or playing ideas only. It is very unnatural to cite references from common knowledge statements, and students should realize that citation is required only for strong arguments. The matching between the student's ideas and the cited other author's work in citing sources always lacks attention, leading to citing sources with different topics. Students who write their thesis sometimes do not pay attention and read the full contents of the paper. Usually, just a glance at the title of the study alone decided to cite it.

“Some of my students are willing to point out that they have read references in large numbers” (Interview, lecturer 4)

“For the sake of wanting to show that I had read many journal articles, my student ignored the fairness of citations. The proportion of citations should be based on strong arguments and play ideas only” (Interview, lecturer 3)

3.4.2. Citing references with different contexts of research topics

The supervisor revealed experience that some students seem to lack the awareness to carefully examine the reference research topic's context. They seemed only fleetingly to notice the similarity of the article's title. The meaning of the other cited author's ideas may be different from the context of the student's research topic. However, this happens maybe also because students have limited full-text access to their references.

“My students do not pay attention to the context of the research topic; they catch a glimpse of the article's title” (Interview, lecturer 1)

3.4.3. Does not have full-text reference access

Supervisors should also be wise if they get a case of ideas between the students' arguments and cite other authors' statements that are not matched. Many possibilities occur; students may also seem less careful when quoting referrals because they feel they have quoted appropriate references, but the research context is different, so the reference is inappropriate. It may also be that students do not have full-text access to the references they cited, so they do not understand the contents well.

“My students have limited access to some American Psychological Association journal references. Thus, my students only read the title and abstract only without reading the full text” (Interview, lecturer 2)

4. DISCUSSION

4.1. Selecting the topic and deciding the thesis title

Despite the fact that the head of the study program has selected the research topic and title, The supervisor can change the thesis topic and title [21]. However, some students refuse to change the topic, prompting the supervisor to request that the student find a new supervisor. Due to various issues, many students were obliged to change the topic and title of their thesis. One of them is the study framework's lack of innovation. Students arrived with study proposals that appeared to be nothing new with a title and changed the research site. The supervisor's skepticism of the student's ideas originality led to a modification in the topic and title of the students' thesis. The supervisor suspected the student plagiarized because the same online thesis title was discovered. Considering students' future careers, they are encouraged to adjust the study topic and title while considering their research interests [12]. Students had also requested that the content and title be changed. Students are also aware of their ability to finish the recommended research plan. The research committee has authorized topics and titles for research. As a result, students are expected to work on and complete their research programs while adhering to the academic honesty concept. Some students' study topics were kept, but just the research title was changed. The research topic is appealing to the instructor, and just the title has to be changed. After multiple rounds of supervision, the research topic and goal of the study were revised, and the proposal's title was changed as well.

With the new research title, students are expected to seek fresh sources to reduce the risk of plagiarism. Lecturers assume that changing the research title is appropriate as long as the purpose is to improve the research. The title change is also reasonable because research questions and objectives change due to student-supervisor discussion [22]–[27]. On the other hand, students have the right to keep their research topic and title by demonstrating research gaps between their study and past investigations. However, the supervisor realized there should be no compulsion in the thesis supervision process. Students who want to stay with their research topic and title should return to the head of the study program to identify a new potential supervisor. Supervisors' recommendation to change research subjects is based on efforts to prevent plagiarism since the proposed study topic and title are not unique, and it is feared that students have produced a thesis that can be copied.

4.2. Browsing and managing references

Browsing and managing references is the early step in supervising students in preparing citations to avoid plagiarism to achieve real academic success [28]. However, supervisors find their students copy-paste citations and references from many online theses in this study. Some supervisors discovered that their students manually manage references. Students tried to deceive supervisors by duplicating a paragraph from multiple theses and online articles, replete with citations and references [4], [29]. However, some other students preserve academic integrity in their writing, but references are still managed manually. Although the APA reference format is correct because it was copied from Google Scholar, it is still challenging to synchronize the citations and references. During the supervision process, parts of the paragraph's concepts are altered, followed by citations. Students become perplexed when it comes to revising the references.

Many students still utilize manual techniques to manage thesis references; hence, keeping citations and references matching is tough. Some citations are not included in the references, and some are not included in the citation. As a result, students spend significant time simply matching citations and references. Although students recognize Google Scholar's citation style, the compatibility of citations and references lists remains a challenge. Another unusual aspect of this study is the usage of Mendeley to organize references. When taking part in the workshop, some students use Mendeley. Students return to manual citations after the

workshop. Because Mendeley's program was no longer used, it was never updated again. Finally, every time a Mendeley file is accessed, an error occurs until the students can fully utilize Mendeley. Mendeley can help students manage their references in academic writing [30].

4.3. Validating references

The supervisor should guarantee that the student only uses academic references from reputable publications in journal articles, proceedings, books, or book reviews. It is critical to validate references when writing a thesis to prevent utilizing references that may one day be removed from the online version. In retranslation, reference validation filters reference from journal articles or books flagged as plagiarism [14]. The supervisor should attentively study the student thesis references to see if the reference title is changed from Indonesian to English as if it is original in the English version. High efforts are needed to encourage students to use references with a permanent web address. The DOI by Crossref is a common permanent online address, and DOI additionally serves as a feature that shows how accurate bibliographic data is (metadata). Nonetheless, because some publications publish inaccurate DOIs, students must be aware of double-checking the authenticity of thesis reference metadata.

Students should be taught not to rely on Mendeley's full metadata tracking accuracy. Mendeley is, after all, just a tool for managing references and keeping track of library data. As a result, supervisors must raise awareness of the value of using journal references from trustworthy publishers [31]. If the concerns highlighted are confined to references and there are no other respectable publisher alternatives, the solution is to double-check metadata accuracy, even if the reference already has a DOI. Another issue with reference validation is the usage of actual English references. Many supervisors discovered students cheating by using Indonesian references with English titles. The title in references is not available online when searched. Some students may have language barriers or are too sluggish to hunt for references in English. Some students are frantic to translate journal title titles to appear from an English-language publication. The supervisor is unsympathetic and meticulously reviews students' thesis references, making this fraud tough to prove. Students can be taught to critically examine material and sources to adhere to publication ethics [15].

4.4. Matching ideas between the students' arguments and citing other authors' statements

More work is needed to track the compatibility of students' ideas in the thesis paragraph and the concepts of the referenced source. Supervisors must work hard to verify that their students cite the correct paper [32]. Supervisors must anticipate students' desire to cite sources to demonstrate the number of references mentioned without regard for the quality of ideas. Students may lack academic integrity due to the inclination to raise the number of citations. Students place a higher value on the number of citations than the proportion of referencing good arguments or merely playing ideas. Citing sources from common knowledge claims is extremely unusual. Students should be aware that only strong arguments deserve citation. In referencing sources, the matching between the student's thoughts and the work of the cited other author is always overlooked, resulting in mentioning sources on distinct topics. Students often fail to pay attention and read the entire work when writing a thesis.

Some students appear unaware of the importance of thoroughly examining the context of the reference study topic. They just seemed to notice the title's similarity for a split second. The significance of the ideas of the other mentioned author may differ from the context of the student's study topic. However, this may be due to students' lack of full-text access to their sources. Supervisors should be cautious if they notice a misalignment of concepts between the students' arguments and the assertions of cited other authors. Many reasons exist; students may appear less cautious when citing sources because they believe they have cited proper sources, but the study context differs, making the reference incorrect. It is also possible that students do not have full-text access to the references they cited, so they do not fully comprehend what they are reading. Academic citations should be updated so that all references are digital and linked to full texts [33].

5. CONCLUSION

Though the head of the study program has determined the topic and the research title, the supervisor can change the topic and the title. The supervisor can also change the title only. However, some students are not willing to change the topic, so the supervisor asks the student to find another supervisor. Supervisors in this study reported that their students copy-paste citations and references from several theses published online. Some supervisors found their students manage references manually. In addition, this study also found that some other students use Mendeley partly to manage references; others are still manual. Existing online references should be selected because many do not go through the review process properly. The supervisor must ensure that the student cites only academic references in journal articles, proceedings, books, or book reviews from trusted publishers. Validation of reference is crucial in thesis writing to avoid using references

that may disappear online. Reference validation also aims to filter references in journal articles or books identified as plagiarism in retranslation. The supervisor should carefully examine the student thesis references to anticipate changing the reference title from Indonesian into English as if the reference is original in the English version. The supervisor in this study revealed that efforts are needed to trace the suitability between students' ideas in the thesis paragraph and the cited author's ideas. Supervisors need to make efforts to ensure their students cite the appropriate paper. Supervisors need to make efforts to anticipate the tendency of students to cite references to show the number of references that are cited without paying attention to the suitability of ideas.

In summary, this study found that in selecting the topic and deciding the thesis title, supervisors could change the research topic and let the students look for another prospective supervisor with the same research interest. This study revealed that in browsing and managing references, the supervisor reported that their students copy-paste citations and references from online thesis and papers, and some other students manage their references manually. The rest are partly managed with Mendeley. The supervisors also reported that in validating references, they found their students have references with the corrupt review process, citing references without permanent addresses online and unoriginal in English. Ultimately, this study found that supervisors experienced students tend to increase the number of citations, citing references with different contexts of research topics and do not have full-text reference access.

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