

Enhancing Students' Academic Citation Literacy through Cybergogy-Based Supervision

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Abstract

The study aims to explore the supervision of research article writing for publication using reference manager software through the cybergogy model among undergraduate English Education students at one of the universities in Lampung. The research employed a narrative inquiry design involving 35 students and 3 lecturers of the Writing Research Article for Publication course. Data were collected through interviews, observations, document analysis, and students' diary journals. The findings reveal that cybergogy-based supervision fostered students' cognitive, emotional, and social engagement. Students were able to master technical skills in using a reference manager, generate consistent in-text citations and reference lists in APA style, and build academic collaboration during the course. Nevertheless, several challenges emerged, including technical difficulties, limitations in academic writing style, adaptation to journal templates, issues with the use of AI, and time management and writing consistency. Students addressed these challenges through self-practice, reflection using diary journals, and collaborative support from lecturers and peers. The study concludes that cybergogy-based supervision using reference management software is an effective strategy to enhance students' ability to write publishable research articles.

Keywords: Academic Writing, Reference Manager, Supervision, Cybergogy, Narrative Inquiry

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INTRODUCTION

English students must complete their studies by completing a thesis or academic writing to graduate. At several universities in Indonesia, students are assigned to publish scientific articles to complete their degrees. Thus, students must have a good understanding and adequate knowledge of a large number of scientific publications, such as books, research articles, and academic journals. They should learn that writing research for publication is a different skill from writing a good lecture paper (Azizah & Budiman, 2017).

Academic Writing is very important in college, especially when focusing on writing for publications. The success of writing for a publication depends on the learner's ability to access, understand relevant references, evaluate, and synthesize ideas, opinions, and sentences to shape their academic patterns (Ramadhani et al., 2021). Writing from sources is a hallmark of academic writing. However, writing from a source, especially in English, is challenging for a variety of reasons, such as writing rules, language proficiency, and discipline (Liu & Wu, 2020).

According to Santosa et al. (2021), Students are required to know the citation style used in their writing to prevent plagiarism. Regarding the use of citations and references, especially in the context of academic writing, there are several problems faced by students. One of the problems that students often face is the management of citations and references in their writing lists (Ariyanti & Fitriana, 2020). It is stated that students tend to use various sources to support their writing, such as books, articles, journals, and others. In addition, they are required to paraphrase ideas, add citations, and references to prevent plagiarism. However, surprisingly, some students still lack the knowledge to manage citations and references. So, they prefer to use manual methods, which can affect the quality of their final tasks. Then the next problem is that some students still use manual methods in managing citations and references (Ariyanti & Fitriana, 2020). In addition, the use of manual methods in managing citations and references is risky. It is possible that this can happen; students will forget to include citations and references in their writing, and plagiarism will appear. In addition, when students use the manual method, it increases the likelihood of students writing citations and references incorrectly and inconsistently. Students also lack knowledge about the citation style that must be used, and in accordance with the learning context (Santosa et al., 2021). In addition, this is also supported by Ariyanti and Fitriana (2020). Students still do not understand citation styles such as APA, MLA, Oxford, and others, even though working on a thesis is a challenging job that must be done by students. Thus, citing and listing reference sources is very important in writing to prevent plagiarism (Patak & Tahir, 2019). Therefore, students must be wiser in overcoming these challenges. Citations are very important in academic writing, but for beginner writers who use English as a second language or a foreign language, it is very difficult. Although students already know about the types and functions of citations, limited knowledge of citation procedures still makes it difficult for them (Jomaa & Bidin, 2017). The challenges faced by students in citing are dealing with the credibility of information in published sources, taking positions in citations, inadequate knowledge about the use of citations, and difficulties in a second language.

Along with the development of technology, reference management software has emerged that can help writers manage citations and references. Patak and Tahir (2019) find that the use of reference management software such as Mendeley can help writers to manage citations and references. In addition, Mendeley can help writers prevent plagiarism. The role of reference management tools in academic writing is very important. Deiniatur and Cahyono (2024a) highlight that access to digital tools, including reference management software, is essential for novice writers to write academically effectively.

In the supervision of writing scientific articles, the right teaching approach is needed, one of which is cybergogy. Educators must constantly update their teaching methods to improve digital and media literacy, equipping students to use Technology effectively. This empowers students to actively build knowledge (Lopera, 2023).

The effectiveness of cybergogy, also emphasized by Batanero et al. (2022), lies in its ability to increase reading motivation and comprehension through the pedagogy of knowledge building, leading to more advanced online activities and a deeper understanding of the text. The benefits of cybergogy in education are better compared to traditional methods, as they offer flexibility, global accessibility, and contribute to bridging the digital divide (Karmakar & Chatterjee, 2023). The implementation of cybergogy in learning can be done through the integration of the use of technology with the cognitive, emotional, and social domains (Daud et al., 2019). Cybergogy can support social constructivism built through the internalization of learners (Satria & Tressyalina, 2024). This study explores the implementation of cybergogy in learning writing research articles for publication by using reference management software in students majoring in English Education.

Research on the use of digital technology in academic writing has been conducted by many researchers before. Rinekso (2021) explored the practice of digital literacy in academic or research writing. The students use digital technology for research purposes. One of the technologies used in academic activities is reference management software such as Mendeley and EndNote. Nabhan (2021) also found the competence of digital literacy in students. One of the indicators of digital literacy ability in the aspect of functional ability is that students can use reference management software such as Zotero and Mendeley, in addition to students are also able to search, read, and evaluate the information used. Umamah and Cahyono (2022) found that the use of sources from the internet is very important in writing articles, one of which is that students must understand the use of reference management. Deiniatur and Cahyono (2024a) also examine the use of technology by novice researchers of English lecturers. One of the technologies is to use a reference manager to write scientific articles, which aims to make managing citation lists and bibliographies easier and more accurate.

Several other studies more specifically examined the use of Mendeley as one of the reference management software widely used by researchers. For example, Patak et al (2022) use a Mendeley-based thesis guidance model, which uses steps such as 1) choosing a topic and determining the title of the thesis, 2) searching and managing references, 3) validating references, and 4) matching ideas between students' arguments and citing other authors' statements. Santosa (2021) also found student perceptions of using Mendeley. The results of the study show that there is a very positive perception, which means that students strongly agree that the use of Mendeley in student thesis writing is very useful. The challenge faced by students is connecting Mendeley to Microsoft Word, and then there is bibliographic data, or better known as article and book metadata, that cannot be created automatically. So, students have to check the Metadata again and input it manually. Students can relearn the problem by studying tutorials from YouTube and reading guides or articles on Mendeley. Students also have to manually enter the metadata of the article data, such as title, author name, page, and year, if the article cannot be saved automatically or the metadata is incomplete, so students must have enough experience when using Mendeley. Hasan and Habibi (2023) also examined the perception of the use of Mendeley by lecturers and students in academic writing. The perception of lecturers and students about Mendeley as a management reference tool in writing scientific papers can be said to be positive. This is evidenced by Mendeley's benefits for writing, which support the writing process.

Based on previous research, the researcher sees that there are still few who use the cybergogy model approach in the guidance of writing scientific articles and use the narrative inquiry research method in relation to research on perception in the use of reference management software by lecturers and students. This study aims to find out the implementation of guidance using reference management software in writing for publications through the cybergogy model approach, find out the difficulties that students face in writing for publications using reference management software through the cybergogy model approach, and find out how students face these challenges through the cybergogy model approach.

METHOD

This study uses a *narrative inquiry* design that aims to explore the experiences of students and supervisors related to the use of *Reference Manager Tools* in the process of guiding them in writing research articles for publication. This approach was chosen because it allows researchers to dig deeper into stories, understand subjective experiences, and identify the meaning contained in the use of these technological tools (Clandinin & Connelly, 2004). The participants of this study consisted of thirty-five students of the English Language Study Program who were taking a course in writing

scientific articles and three supervisors who were experienced in using the tool. Purposive *sampling* techniques were used to select participants with relevant criteria, including willingness to share experiences in depth (Creswell & Poth, 2016)

Data were collected through semi-structured in-depth interviews to explore perceptions, benefits, and challenges of using *Reference Manager Tools*. In addition, participant observations were conducted to examine the practice of using the tool in the process of revision and reference management during mentorship. Supporting documents, such as student scientific articles, especially bibliography sections, are also analyzed as evidence of implementation.

The data obtained was analyzed using *narrative analysis*, which included *restorying* or rearranging participants' stories, identifying key themes through *thematic analysis*, and in-depth interpretation of participants' experiences to understand the role of Reference Manager Tools in facilitating guidance in writing scientific articles for systematic and structured publications.

To ensure the credibility of the research, steps are taken, such as *member checking*, which involves providing interview transcripts to participants to ensure the accuracy of the data, as well as triangulation through the use of various data sources, such as interviews, observations, and supporting documents (Guba, 1981). An in-depth description or *thick description* is presented to provide a rich and comprehensive understanding.

RESULT AND DISCUSSION

Implementation of Scientific Article Writing Guidance Based on Reference Manager Tools Through the Cybergogy Model

Cognitive Engagement

In the cognitive aspect, the guidance focuses on improving students' skills in mastering the use of reference manager software, especially *Zotero*, to support the writing of scientific articles. The learning process in the *Writing Research Article for Publication* course shows that students get direct experience in using reference management software, especially *Zotero*. Lecturers guide students starting from installing applications, importing references from *Google Scholar*, creating in-text citations, to generating automatic bibliographies in the style of *APA*. Mentoring is carried out not only through face-to-face in class, but also by providing video tutorials uploaded on the Learning Management System (LMS), so that students can practice independently outside of lecture hours.

The result of class observations during three intensive practice meetings showed significant achievements. A total of 28 students (80%) have been able to use *Zotero*'s features to generate automatic citations and consistent bibliographies according to *APA* styles, while 7 students (20%) still require additional guidance, especially in terms of synchronization of references between devices and adjustment of citation styles.

This finding is strengthened by the results of student interviews. One of the students said:

"At first, I was confused about importing references from Google Scholar, but after repeated practice, it's easier now. I feel like my bibliography is neater and I'm not afraid of the wrong format anymore." (St-1, Interview, 2025).

In addition, the analysis of student article documents also showed a noticeable increase. Of the 20 draft articles analyzed at the beginning of the semester, only 5 articles (25%) matched the *APA format*. However, after the cybergogy-based coaching process through a combination of online tutorials and classroom practice, the number of articles that fit the format increased to 17 articles (85%).

Social Engagement

The social *engagement* aspect in the guidance of writing scientific articles is clearly seen through the interaction between students, lecturers, and peers during the learning

process. Lecturers divide students into small groups of 4-5 members. Each group functions as a *means of peer learning*, where students who are more skilled in using Zotero help their group mates who are still struggling. This strategy creates a collaborative atmosphere and encourages students to share knowledge with each other.

The result of class observations showed that in two practical meetings, as many as 23 students (65%) were actively discussing with their group mates. The discussion that arises is not only related to technical issues, such as the export of references or the use of *citation styles*, but also includes efforts to cross-check citations that are included in the draft article.

This finding is in line with the results of student interviews. One of the students stated:

"It helped me a lot to study in a group. If I don't know how to export a reference file, I can ask a friend right away, so I understand faster." (St-4, Interview, 2025).

From the lecturer's side, group-based learning is considered effective. One of the lecturers said:

"Group discussions and online forums reinforce learning. Students become more confident because they feel that they are not alone in facing technical difficulties." (Lecturer-2, Interview, 2025).

In addition, the documentation of online discussion forums also shows high social engagement. A recording of interactions on the classroom's WhatsApp Group shows more than 150 student conversations over two weeks. The topics discussed include correcting citation errors, steps to export references, and motivating each other to complete articles on time.

Emotional Engagement

The aspect of emotional *engagement* in the guidance of writing scientific articles shows the dynamics of students' feelings that develop from initial anxiety to higher confidence and motivation.

At the beginning of the lesson, the interview results showed that 19 students (54%) had felt anxious and afraid of making mistakes in using Zotero, especially in creating automated bibliographies. This concern arises because most college students are new to reference manager software for the first time and are worried that technical errors will affect the quality of their articles.

Notes in student journals also reflect these emotional changes. One student wrote:

"The first day of learning Zotero, I panicked, afraid of making mistakes. But after practice, it turned out to be easier than I thought. Now I am more confident in writing articles." (St-7, Diary Journal, 2025).

This change is also seen in classroom observation. At the fourth meeting, students appeared calmer and showed higher enthusiasm. Almost all students tried Zotero's citation feature directly, although there were still some who made technical errors. The courage to try to show that the fear at the beginning slowly shifts into self-confidence.

The results of interviews with lecturers support this finding. One of the lecturers stated:

"The motivation of students is increasingly visible when they succeed in producing automatic bibliographies. Positive feedback really helps them feel valued." (Lecturer-3, Interview, 2025).

The anxiety and panic that arise at the beginning of learning are replaced by a sense of satisfaction, confidence, and motivation to complete the article until it reaches publication standards. It shows that the cybergogy approach not only helps with the cognitive and social aspects but is also effective in fostering students' emotional involvement during the mentoring process.

Challenges Students Face in Writing for Publications Using Reference Manager Software Through the Cybergogy Model Approach

Technical Challenges of Using Reference Manager

Some students experience technical problems when using Zotero, especially related to data synchronization and citation style selection. From the results of the interviews, 5 students admitted that it was difficult to change devices because the reference data did not appear perfectly. A student stated that:

"Sometimes when I move laptops, the reference is lost. It makes me panic, because it has to be re-input." (St-2, Interview, 2025).

In addition, 4 students chose the wrong citation style, so that the bibliography became inconsistent. This is reinforced by the documentation of student article drafts, which show the difference in bibliography writing styles between APA 6th and APA 7th editions.

Even though lecturers have provided tutorials, these technical obstacles show that students' digital literacy skills still need to be improved so that the use of software is more optimal.

Academic Language Challenges and Writing Styles

In addition to technical obstacles, students face difficulties in writing using academic language that is formal, cohesive, and in accordance with publication standards. From the interviews, 7 students admitted that they still had difficulty composing the right academic sentences and often relied on Google Translate to paraphrase.

The dairy journal supports these findings. One student wrote:

"I know I have to use academic language, but sometimes I get confused about composing formal sentences. I often use Google Translate to help with paraphrasing." (St-12, Diary Journal, 2025).

Classroom observations also show that most of the revisions given by lecturers focus on improving cohesion, coherence, and diction selection to suit academic norms.

The Challenge of Adapting to Journal Format

Students also have difficulty adapting their articles to journal templates. Many are confused about basic formatting settings such as spacing, headings, and citation styles.

The results of the interview with the lecturer confirm this:

"Student mistakes are most often in the technical aspects of template adjustments, and the biggest revisions usually lie in the abstract and discussion sections." (Lecturer-1, Interview, 2025).

From the analysis of article documents, it was found that around 60% of article drafts still require substantial revision related to formatting, especially in the use of headings, table/image preparation, and citation consistency.

The Use of AI and the Rise of Fake Citations

In addition to improving students' ability to write academically through the use of Zotero, Grammarly, and cybergogy mentoring, the study also found that there is a phenomenon of using AI tools such as *ChatGPT*, which is not always balanced with adequate academic literacy.

Based on the analysis of student article draft documents, several student articles contain citations that cannot be verified in the source, or better known as "*fake citations*". The results of observations of the bibliography show that some DOIs cannot be linked, which indicates the possibility of citations from AI-generated results.

The results of the interview with one of the supervisors stated that:

"Some students copy references from AI results without checking whether the source really exists. Eventually, a lot of false references were found." (Lecturer-3, interview, 2025).

These findings show that digital literacy and academic ethics still need to be strengthened in cybergogy-based guidance so that students are able to use AI responsibly.

Writing Time Management and Consistency Challenges

Time management is one of the main problems for students. Based on the results of observations, some students rarely attend practical sessions, so they are left behind in mastering Zotero.

In addition, from the *diary journal* written by students, 6 students stated that writing consistency is the biggest challenge. They have trouble dividing their time between writing articles and completing other college assignments.

A student wrote in his diary journal:

"I want to write every day, but other assignments pile up. Eventually, writing articles is often delayed." (St-20, Diary Journal, 2025).

Some students only write when the deadline is approaching, resulting in suboptimal writing quality and requiring more revisions. Thus, while the cybergogy approach helps students improve their academic writing skills, these challenges need to be addressed through more targeted mentoring strategies, such as advanced technical guidance, academic writing workshops, and better time management.

How Students Face Difficulties Through the Cybergogy Model Approach Overcome technical difficulties using Reference Manager

Students who experience technical constraints, such as data synchronization between devices or the selection of citation styles, learn to solve problems through re-tutorials and peer-to-peer discussions.

Based on observations, it is shown that students often help each other in small groups, for example, by demonstrating how to change citation styles.

The result of interviews with students also shows that students help each other if there are technical problems, as conveyed by the following students:

"If there is a technical problem, I immediately ask the group. Usually, there are friends who understand better and give quick solutions." (St-7, Interview, 2025).

Based on the results of the document review in the WhatsApp group, it also showed that more than 30 messages discussed how to overcome citation errors, which proved the existence of *peer learning*.

Overcoming Academic Language and Writing Style Difficulties

Difficulties in writing in academic language are overcome through a combination of lecturer feedback, paraphrasing exercises, and the use of assistive technology.

Based on data from one of the Diary journals, students noted that some students began to limit the use of *Google Translate* and switched to using *the Grammarly* application and academic dictionaries. One student wrote:

"I used to copy and paste into Google Translate, but now I try to learn manual paraphrasing and then check it on Grammarly. The results are better." (St-15, Diary Journal, 2025).

Data from interviews with one of the lecturers confirmed that students are increasingly accustomed to the structure of academic sentences after receiving several directed revisions. So that with repeated and directed guidance, students can improve their academic writing skills gradually.

Overcoming the Challenges of Adapting to a Journal Format

The difficulty of adapting articles to journal templates is handled through intensive practice using article examples and simulations of submission to journals.

Based on the results of class observations, it shows that the lecturer provides a real journal template from one of the reputable national journals for student practice. One student revealed:

"At first, it was a headache to look at the journal format, but after practicing using the original template, I got used to it." (St-21, Interview, 2025).

Data from the study of the document of student-written articles shows significant improvements, where the heading, spacing, and citation in the final article are much more consistent than in the initial draft. A cybergogy approach that combines face-to-face exercises and online tutorials is proven to help students understand the standards of publication formats.

Overcoming the Use of AI and Fake Citation

The results of the study show that the emergence of the phenomenon of *fake citation* is one of the new challenges in the process of writing scientific articles using *a reference manager* in the *Writing Research Article class*. Based on the document analysis, it was found that 6 out of 25 students (24%) had used invalid references or were sourced from *AI-generated citation* results, such as references that could not be found in Google Scholar or unindexed journals.

An interview with one of the supervisors revealed that:

"We found several bibliographies that looked neat, but after checking, it turned out that the references were not there. It's most likely the result of AI help like ChatGPT generating fake citations." (Lecturer-1, Interview, 2025).

To overcome these problems, training on academic source verification was carried out. Students are taught to check the authenticity of each reference using *Google Scholar*, *CrossRef*, and *DOAJ*. From the observation results, after two additional training sessions, 22 students (88%) were able to distinguish between valid academic references and *fake citations*. Zotero is also used to detect invalid metadata, such as references without DOIs or un reputable journals.

In addition, the ethical aspect of academia in the use of AI is also emphasized. The lecturer explained that AI should only be used as an aid, not as the main source of reference. One of the students admitted:

"I used to take references from AI because it was fast, but it turned out that there were many things that could not be tracked. After being taught how to check in CrossRef and using Zotero, I became more careful and knew which source was correct." (St-12, Interview, 2025).

The lecturer also introduced the use of fake citation detection tools such as *SciSpace* and *Semantic Scholar*. Based on the reflection notes of lecturers, after the implementation of these measures, the number of *fake citations* in draft student articles decreased drastically from 24% to only 4% at the end of the semester. Thus, it can be concluded that the combination of source verification training, AI literacy integration, and cybergogy-based digital peer-review significantly increases students' awareness and ability to use valid and ethical references in academic writing.

Overcoming the Challenges of Time Management and Writing Consistency

The problem of writing consistency is overcome by students by implementing time management strategies and utilizing emotional support from lecturers and friends. Based on data from the *diary journal*, students recorded simple strategies such as setting a daily goal of writing at least 200 words or spending 1 hour specifically for articles. One student wrote:

"I try to be disciplined, at least 1 hour a day for articles. Otherwise, it would be terrible." (St-30, Diary Journal, 2025).

The results of the interview with one of the lecturers showed that they encouraged students to compile a *writing timeline* and monitor progress periodically.

Based on the results of observation, it shows that students who actively attend classes and consistently write finish their articles than those who procrastinate. So that emotional support and self-management strategies help students maintain consistency despite a busy college schedule.

DISCUSSION

The results of the study show that the implementation of article writing guidance using reference manager software (Zotero) successfully facilitates students through cognitive, social, and emotional engagement aspects, as the concept of cybergogy proposed by Wang & Kang (2006). Cognitive Engagement is seen through students' mastery of Zotero, starting from *importing references*, *citations in text*, to automatic bibliography creation. This is in line with the findings of Patak & Tahir (2019), who stated that reference managers improve the efficiency of academic writing. Social Engagement is realized through student collaboration in *group libraries*, discussions in WhatsApp Groups, and *peer review*. This is in accordance with the idea of cybergogy, which emphasizes social collaboration in the digital environment (Rahma et al., 2021). Emotional Engagement can be seen from the process of students who are initially anxious, then motivated, and finally proud after the article is accepted. This shows that affective aspects are important in supporting the success of technology-based learning (Smyth, 2011). The implementation of cybergogy in article writing guidance is not only technical, but also touches on social-emotional aspects that are very important to support the success of publications.

Some of the main challenges for students are technical obstacles in using Zotero, such as synchronization between devices or choosing the wrong *citation style*. These findings are consistent with Santosa et. al. (2021) research, which found that technical obstacles are still obstacles in the use of reference managers. Academic language limitations cause students to have difficulty writing formal sentences and paraphrasing. This corroborates the findings of Hyland (2019), which emphasize the importance of *academic writing literacy* in the context of EFL. Adapting to varied journal formats is also a challenge. This is in line with Flowerdew's (2015) statement that journal requirements are often a major barrier for novice writers. Time management and consistency of writing that make some students submit late. This is in line with the findings of Cargill & O'Connor (2013) that discipline and consistency are the keys to success in writing for publications. This challenge shows that the cybergogy approach must continue to be strengthened not only in the cognitive aspect, but also in overcoming the technical and non-technical obstacles of students.

The results of the study also show that students can face their difficulties through strategies that are in accordance with the cybergogy dimension. In the aspect of Cognitive Support, students rely on digital tutorials, *video learning*, and technical consultations with lecturers. This supports the theory of Wang & Kang (2006) that cybergogy provides technology-based cognitive scaffolding. Students also implement Social Collaboration, namely by conducting *peer review* and group discussions to improve academic language and article structure. These findings corroborate the results of Satria et. al. (2024) study, which found that cybergogy facilitates collaborative learning through digital interaction. Students also receive Emotional Support, which involves motivational support from lecturers and peers when facing journal rejection. This is in accordance with Smyth's (2011) research that emotional involvement is an important pillar in cybergogy to maintain learning motivation. Students not only rely on the lecturer's instruction but also utilize digital social networks and emotional support to overcome difficulties in writing for publications.

The implementation of cybergogy helps students develop in cognitive, social, and emotional aspects. Students also face major challenges related to technical skills, academic language, and time management. Its completion strategy emerges through digital support, collaboration, and emotional motivation. These results are in line with global trends that emphasize the importance of *digital literacy* in academic writing (Deiniatur & Cahyono, 2024b; Lea & Jones, 2011) and showed that the cybergogy approach can be an effective model in guiding article writing for publication in the context of Indonesian higher education.

CONCLUSION

This study aims to explore the implementation of guidance in writing scientific articles for publication using reference manager software (*Zotero*) through a *cybergogy model approach* in S1 English Language Undergraduate students of UIN Jurai Siwo Lampung. First, the results of the study show that the implementation of guidance by utilizing *Zotero* through *the cybergogy (cognitive, emotive, and social engagement)* approach is quite effective. Students acquire technical skills, including software installation, reference import, citation compilation, and automatic bibliography creation. Through online tutorials, classroom exercises, and independent practice, students can produce a more consistent bibliography in accordance with APA style. Second, students face several challenges in this process. The dominant challenges include technical constraints (synchronization and selection of citation styles), limited academic language skills, adaptation to journal formats, and time management and writing consistency. Third, students try to overcome these challenges by utilizing social support (discussions with lecturers and friends), repeating independent exercises, and using adaptive strategies such as diary writing to monitor progress and maintain consistency. The cybergogy approach has been proven to help students integrate technical and affective skills, as well as build academic collaborations that support the writing process.

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