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AI-Assisted Citation Training for Undergraduate Students: A Community Engagement Program Using Scite AI and Jenni AI at Universitas Al Irsyad Cilacap

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ABSTRACT

Artificial Intelligence has reshaped higher education and academic writing practices, particularly in supporting students' ability to manage references and citations more efficiently. However, undergraduate students often experience difficulties in identifying scholarly sources, formatting references, integrating citations into academic drafts, and verifying the accuracy of AI-generated citation outputs. This community engagement activity aimed to strengthen students' academic literacy through an AI-assisted automated citation workshop using Scite AI and Jenni AI. The workshop was conducted online on Saturday, April 25, 2026, through the Faculty of Economics and Business, Universitas Al Irsyad Cilacap, and involved approximately 50 undergraduate students from the Entrepreneurship and Digital Business Program. The activity was implemented through conceptual explanation, live demonstration, hands-on citation practice, manuscript integration simulation, mentoring, and reflective discussion. The results showed that students were able to practice AI-assisted reference searching, generate citations, format reference lists, and integrate citations into short academic writing drafts. The workshop also encouraged students to verify AI-generated outputs, compare citation formats with academic writing standards, and understand the importance of ethical source use. The main outputs of the activity included AI-assisted reference lists, citation-formatted writing drafts, and student reflection on responsible AI use in academic writing. This activity demonstrates that AI-assisted citation training can support students' scholarly writing skills when combined with practical exercises, output verification, and academic integrity awareness. Follow-up mentoring and integration of AI citation literacy into research writing courses are recommended to sustain students' citation competence and responsible use of AI tools.

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1. Introduction

The integration of Artificial Intelligence into academic workflows has transformed how research is documented and communicated. Producing a scholarly article requires precise, standard-compliant citations, yet students frequently struggle with manual reference management. The process is not only tedious but also prone to inconsistencies that can undermine the credibility of an otherwise solid manuscript. AI platforms such as Scite AI and Jenni AI address these pain points by streamlining reference discovery, automating formatting across citation styles, and enabling seamless integration into academic drafts. Rather than replacing scholarly rigor, these tools act as cognitive scaffolds, allowing students to redirect their focus toward critical analysis, argument development, and substantive writing.

At Universitas Al Irsyad Cilacap, particularly within the Entrepreneurship and Digital Business program, citation practices remain largely manual. Students report difficulty navigating complex citation styles, limited access to peer-reviewed literature, and significant time loss when adjusting references to meet formatting requirements. These constraints slow drafting timelines, reduce overall academic productivity, and often compromise the structural quality of scholarly articles. Introducing AI-assisted citation tools offers a direct, practical intervention: accelerating reference organization, minimizing formatting errors, and allowing students to concentrate on the intellectual core of their work.

Prior workshops and institutional pilots have demonstrated AI's utility in academic writing, but most stop at conceptual introductions or isolated tool demonstrations. Few initiatives guide students through the entire citation lifecycle—from source discovery and metadata extraction to formatting validation and manuscript integration. This workshop's novelty lies in its systematic, practice-driven approach to automated citation. Rather than treating AI as a shortcut, the training emphasizes methodical application across drafting stages, reinforcing both technical proficiency and academic integrity. This integrated model strengthens scholarly literacy, accelerates writing workflows, and cultivates sustainable research habits.

The primary aim of this community engagement initiative is to equip students with the skills to use Scite AI and Jenni AI effectively, transforming citation from a mechanical burden into an efficient, accurate component of scholarly writing. Conducted online on April 25, 2026, through the Faculty of Economics and Business at Universitas Al Irsyad Cilacap (Jl. Cerme, Cilacap 53223), the workshop combined theoretical instruction, live tool navigation, guided exercises, and post-session mentoring. Its broader contribution spans three areas: elevating participants' academic literacy, building transferable AI competencies, and establishing a replicable training framework that other departments and institutions can adapt to strengthen research writing instruction.

2. Methods

This community engagement activity employed an interactive online workshop method designed to strengthen students' academic literacy and practical competence in AI-assisted citation. The workshop was conducted on Saturday, April 25, 2026, through a video-conferencing platform and involved approximately 50 undergraduate students from the Entrepreneurship and Digital Business Program at Universitas Al Irsyad Cilacap. The participants were selected because they were required to develop academic writing skills, manage scholarly references, and integrate citations properly into short academic drafts.

The workshop was implemented in five stages: preparation, workshop delivery, mentored practice, evaluation, and monitoring and follow-up. The first stage was preparation. In this stage, the facilitator prepared the training materials, practical citation exercises, sample academic texts, and examples of reference lists. The materials focused on the use of Scite AI and Jenni AI to support source discovery,

citation generation, reference formatting, and citation integration into academic writing. The preparation stage also included the development of evaluation instruments, consisting of a pre-test, post-test, practical task rubric, and participant reflection form.

The second stage was workshop delivery. The workshop was conducted online from 08.00 to 12.00 WIB. The session combined conceptual explanation, live demonstration, guided practice, and interactive discussion. The structure of the workshop is presented in Table 1.

Table 1. Workshop Schedule and Activity Structure

Time	Session	Main Activity	Expected Output
08.00– 08.15	Opening orientation	Introduction to workshop objectives, technical guidance, and expected learning outcomes	Students understand the purpose and flow of the workshop
08.15– 08.30	Pre-test	Students completed a short pre-test on citation knowledge and AI-assisted reference tools	Initial data on students' citation literacy
08.30– 09.00	Academic citation and AI ethics	Explanation of scholarly citation, plagiarism prevention, source credibility, and ethical AI use	Students understand the importance of citation accuracy and academic integrity
09.00– 09.45	Scite demonstration	AI Live demonstration of source searching, citation context, and reference exploration using Scite AI	Students understand how to identify and evaluate scholarly sources
09.45– 10.30	Jenni demonstration	AI Live demonstration of citation generation, reference formatting, and writing support using Jenni AI	Students understand how to generate and format citations
10.30– 11.30	Mentored hands- on practice	Students practiced identifying sources, generating citations, formatting references, and inserting citations into short academic drafts	Students produced AI-assisted reference lists and citation-integrated drafts
11.30– 11.45	Output review and discussion	Selected outputs were reviewed by the facilitator, followed by discussion of common citation errors	Students received feedback on citation accuracy and formatting
11.45– 12.00	Post-test reflection	and Students completed a post-test and reflection form on the use of AI citation tools	Final evaluation data and student feedback

The third stage was mentored practice. During this stage, students were asked to complete a practical citation task. The task required students to identify relevant scholarly sources, generate citations using Scite AI and Jenni AI, format references according to academic writing conventions, and integrate citations into a short academic paragraph. The facilitator provided real-time feedback on source relevance, metadata accuracy, citation formatting, and ethical use of AI-generated outputs.

The fourth stage was evaluation. The success of the workshop was measured using four instruments: pre-test, post-test, practical task rubric, and student reflection form. The pre-test and post-test were used to identify changes in students' understanding of scholarly citation, reference formatting, AI-assisted citation tools, source verification, and academic integrity. The practical task rubric was used to assess students' ability to apply Scite AI and Jenni AI in producing citation outputs. The reflection form was used to capture students' responses, challenges, and perceived usefulness of the workshop. The evaluation indicators are presented in Table 2.

Table 2. Evaluation Indicators

Evaluation Aspect	Instrument	Indicator
Citation knowledge	Pre-test and post-test	Understanding of citation functions, reference styles, and plagiarism prevention
AI citation literacy	Pre-test and post-test	Understanding of how Scite AI and Jenni AI support academic writing
Source identification	Practical task rubric	Ability to identify relevant scholarly sources
Citation generation	Practical task rubric	Ability to generate in-text citations and reference entries using AI tools
Reference formatting	Practical task rubric	Accuracy and consistency of reference formatting
Output verification	Practical task rubric and reflection form	Ability to check AI-generated citations and correct metadata errors
Academic integrity	Reflection form	Awareness of responsible AI use, source verification, and proper attribution

The practical task rubric used four assessment categories: very good, good, fair, and poor. The assessed components included source relevance, citation accuracy, reference formatting, citation integration into writing, and verification of AI-generated outputs. Students were considered to have achieved the practical objective if they were able to produce a reference list and integrate citations into a short academic draft with only minor formatting revisions.

The data were analyzed using descriptive analysis. Quantitative data from the pre-test and post-test were analyzed by calculating average scores, percentage scores, and score differences before and after the workshop. Practical task results were analyzed using rubric-based categorization. Meanwhile, qualitative data from student reflections and discussion notes were analyzed descriptively to identify students' responses, challenges, and perceived benefits of AI-assisted citation tools.

The fifth stage was monitoring and follow-up. After the workshop, students were given access to an online discussion forum for follow-up assistance. The forum was used for two weeks after the workshop to support students who needed help with citation formatting, source verification, and the correction of AI-generated reference outputs. This follow-up was intended to ensure that students could continue applying Scite AI and Jenni AI independently in academic writing tasks after the workshop ended.

The main outputs of this activity were AI-assisted reference lists, citation-integrated short academic drafts, student reflection notes, and documentation of the online workshop. The success of the activity was therefore assessed not only from student attendance, but also from students' ability to understand citation principles, use AI-assisted citation tools, verify generated outputs, and apply citations responsibly in academic writing.

3. Results and discussion

3.1 Results

The results of this community engagement activity are presented descriptively because the workshop documentation did not include complete pre-test and post-test scores, satisfaction survey percentages, or a formal quantitative measurement of students' citation competence. Therefore, this

section does not claim statistical improvement in students' citation ability, academic writing quality, or confidence. Instead, the findings are reported based on documented workshop activities, facilitator observation, mentored practice, participant outputs, and reflective discussion.

The online workshop was conducted on Saturday, April 25, 2026, and involved approximately 50 undergraduate students from the Entrepreneurship and Digital Business Program at Universitas Al Irsyad Cilacap. The workshop introduced AI-assisted citation tools, particularly Scite AI and Jenni AI, to support students in identifying scholarly sources, generating citations, formatting references, integrating citations into short academic drafts, and verifying AI-generated outputs. Table 1 presents the availability of evidence used in reporting the results of the activity.

Table 1. Availability of Evaluation Evidence

Evaluation Component	Availability in Documentation	Explanation
Number of participants	Available descriptively	The activity involved approximately 50 undergraduate students
Pre-test score	Not available	Numerical baseline data before the workshop were not documented
Post-test score	Not available	Numerical scores after the workshop were not documented
Percentage of improvement	Not available	Improvement could not be calculated because pre-test and post-test data were not available
Satisfaction survey	Not available	Percentage-based satisfaction data were not documented
Practical outputs	Available descriptively	Students practiced producing AI-assisted citations, reference lists, and short academic drafts
Workshop documentation	Available	The activity was documented through online workshop screenshots and presentation sessions
Reflective discussion	Available descriptively	Students discussed benefits, challenges, and the importance of verifying AI-generated citations

Based on Table 1, the findings are not presented as measurable improvement. Statements such as “students demonstrated marked improvement” or “students’ confidence increased significantly” were avoided because such claims require quantitative evidence. Instead, the results focus on the observable outputs produced during the workshop and the learning process documented during the activity.

The main output of the workshop was students’ practical engagement with AI-assisted citation tools. During the hands-on session, students were guided to identify scholarly sources, generate citation formats, prepare reference lists, and insert citations into short academic drafts. The activity also emphasized that AI-generated citation outputs must be checked manually because metadata, author names, publication years, journal titles, and DOI information may be incomplete or inaccurate. Table 2 summarizes the output-based results of the workshop.

Table 2. Output-Based Results of the Workshop

Workshop Output	Evidence from Activity	Description
Source identification practice	Students were guided to search and identify scholarly sources using AI-assisted tools	Students practiced distinguishing scholarly sources from general online materials

Workshop Output	Evidence from Activity	Description
AI-assisted citation generation	Students practiced generating citation formats using Scite AI and Jenni AI	Students became familiar with citation generation processes supported by AI tools
Reference list formatting	Students practiced arranging references based on academic writing conventions	Students produced draft reference lists that required further verification and formatting review
Citation integration	Students inserted citation results into short academic writing drafts	Students practiced connecting references with academic arguments in writing
Output verification	Students were reminded to check author names, years, titles, and source metadata	The workshop reinforced that AI-generated citations cannot be accepted without human review
Ethical citation awareness	Discussion addressed plagiarism prevention, proper attribution, and academic integrity	Students were introduced to responsible AI use in scholarly writing

The results show that the workshop produced practical outputs in the form of AI-assisted citation drafts, reference lists, and short academic writing drafts containing citations. These outputs indicate that students were not only introduced to AI tools conceptually, but also practiced using them in academic writing tasks. However, because the outputs were not assessed using a formal numerical rubric, the quality of each output is reported descriptively rather than statistically. Table 3 presents the practical citation indicators observed during the workshop.

Table 3. Practical Citation Indicators Observed During the Workshop

Indicator	Observed Evidence	Interpretation
Ability to identify references	Students followed the demonstration and practice session on source searching	Students were introduced to the process of locating scholarly sources
Ability to generate citations	Students practiced using Scite AI and Jenni AI to generate citation formats	Students gained initial practical exposure to AI-assisted citation generation
Ability to format references	Students arranged citation outputs into reference lists	Students practiced reference formatting, although further checking was still needed
Ability to verify metadata	Facilitator emphasized checking author names, publication year, source title, and DOI	Students were made aware of possible AI citation errors
Ability to integrate citations	Students inserted citations into short academic drafts	Students practiced connecting citation outputs with written arguments
Awareness of academic integrity	Discussion addressed plagiarism, attribution, and responsible AI use	Students were encouraged to use AI as a support tool, not as a substitute for academic responsibility

The reflective discussion showed that students generally considered AI-assisted citation tools useful for supporting academic writing, especially in reducing confusion about reference formatting and helping them organize sources more systematically. However, the discussion also showed that students still needed guidance in verifying AI-generated outputs. This finding is important because automated

citation tools may help accelerate the technical process of citation formatting, but they do not eliminate the need for human judgment, source evaluation, and academic integrity.

The workshop also revealed several practical challenges. First, students had different levels of familiarity with citation styles and reference management. Some students were familiar with basic citation practices, while others still needed guidance on the function of in-text citations and reference lists. Second, the online format required stable internet access, and technical constraints may have affected students' ability to follow the hands-on session fully. Third, AI-generated outputs still required manual checking because citation metadata could be incomplete or inconsistent. Fourth, continued mentoring was needed so that students could apply AI-assisted citation tools independently in future academic writing tasks.

3.2 Discussion

The findings indicate that AI-assisted citation training can be useful for undergraduate students when it is delivered through a structured and practice-oriented workshop. The main contribution of this activity lies not in proving measurable improvement, but in introducing students to a more systematic citation workflow that combines AI support with human verification. This is important because many students experience citation as a technical burden, while academic writing requires accuracy, consistency, and ethical source use.

First, the workshop helped students understand that citation is not merely a formatting requirement, but an essential part of scholarly communication. Proper citation supports academic credibility, prevents plagiarism, and allows readers to trace the sources used in a manuscript. Through the use of Scite AI and Jenni AI, students were introduced to tools that can assist in source discovery, citation generation, and reference formatting. However, the workshop also emphasized that AI tools should not replace students' responsibility to understand citation logic and verify the accuracy of sources.

Second, the activity showed that AI-assisted tools can support students' academic writing process by reducing some technical barriers in citation preparation. During the practice session, students were guided to generate citations and organize reference lists. This process helped students see how AI can support academic productivity. Nevertheless, the claim that citation workflow became faster cannot be made quantitatively because time comparison data were not collected. Therefore, the result should be interpreted as descriptive evidence that students were exposed to a more efficient citation support mechanism, not as statistical proof of time reduction.

Third, the workshop reinforced the importance of verification. AI-generated references may contain incorrect metadata, missing publication details, inconsistent formatting, or inaccurate source information. For this reason, students were encouraged to compare AI-generated outputs with original sources and academic writing guidelines. This verification process is essential to ensure that the use of AI in citation does not create new academic problems, such as inaccurate references or unintentional misattribution.

Fourth, the workshop highlighted the ethical dimension of AI use in academic writing. Students were reminded that AI citation tools are support systems, not substitutes for critical thinking, reading, and academic responsibility. Responsible use of AI requires students to understand the sources they cite, avoid fabricated references, check the reliability of publication information, and ensure that all borrowed ideas are properly acknowledged. Therefore, AI-assisted citation literacy should be integrated with academic integrity education.

The results also imply that universities need to provide continuous support for AI-assisted academic writing. A single workshop can introduce students to the tools, but sustained competence requires follow-up mentoring, writing clinics, peer discussion forums, and integration of AI citation literacy into research writing courses. This is especially important for undergraduate students who are still developing their academic writing habits.

This activity has several limitations. The workshop did not document complete pre-test and post-test scores, satisfaction survey results, or a formal rubric-based assessment of student outputs. As a result, the article cannot present numerical evidence of improvement in citation knowledge, writing quality, or student confidence. Future activities should use more systematic evaluation instruments, including pre-test and post-test questions, practical task rubrics, student satisfaction questionnaires, and documentation of student outputs. These instruments would allow future reports to present stronger empirical evidence regarding students' citation competence and the effectiveness of AI-assisted citation training.

Overall, the workshop provided descriptive evidence that students were able to engage with AI-assisted citation tools and produce initial citation-related outputs, including citation drafts, reference lists, and short academic writing drafts. The most important finding is that AI-assisted citation training should combine technical practice, output verification, and academic integrity awareness. In this way, AI tools can support academic writing without weakening students' responsibility for accuracy, originality, and scholarly ethics.

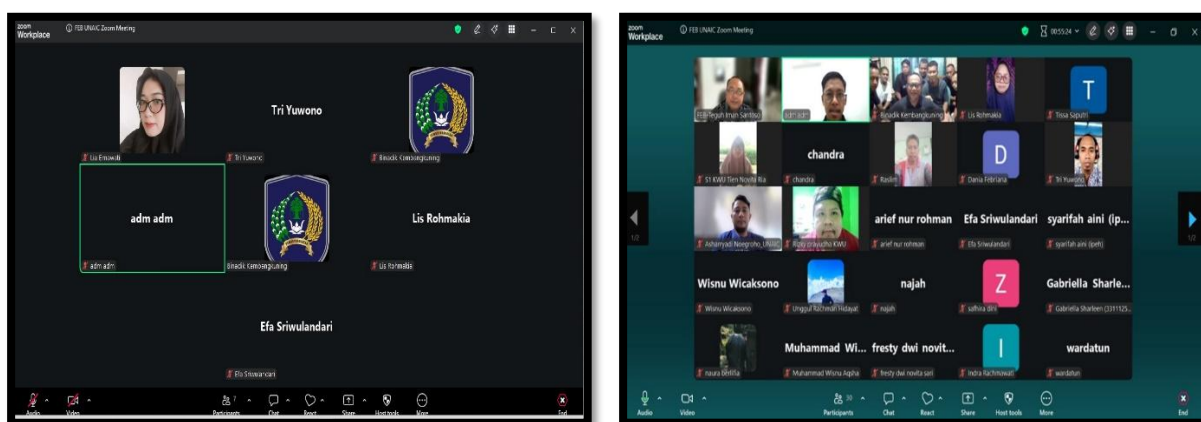


Figure 1. Workshop Activity

4. Conclusions and Recommendations

4.1 Conclusions

This community engagement activity aimed to introduce AI-assisted automated citation tools to undergraduate students and strengthen their academic literacy in scholarly writing. The workshop was conducted online on April 25, 2026, involving approximately 50 undergraduate students from the Entrepreneurship and Digital Business Program at Universitas Al Irsyad Cilacap. The activity focused on the use of Scite AI and Jenni AI to support source discovery, citation generation, reference formatting, citation integration, and metadata verification.

The findings indicate that the workshop provided students with practical exposure to AI-assisted citation workflows. Students were introduced to the use of Scite AI for understanding citation context and source relevance, while Jenni AI was used to support citation insertion, reference formatting, and academic draft development. The workshop also emphasized that AI-generated citations should not be accepted automatically because citation metadata, source relevance, and formatting accuracy still require human verification.

The main contribution of this activity lies in promoting citation literacy, AI literacy, and academic integrity among undergraduate students. The activity showed that AI tools can support the technical process of citation preparation, but they cannot replace students' responsibility to read

sources, verify references, and ensure proper attribution. Therefore, AI-assisted citation should be understood as a learning support mechanism, not as a substitute for scholarly judgment.

Because the activity did not document complete pre-test and post-test scores, satisfaction survey results, or formal rubric-based assessment, the conclusions are based on descriptive evidence from workshop implementation, guided practice, participant outputs, and reflective discussion. Future activities should use more systematic evaluation instruments to measure students' citation competence before and after training.

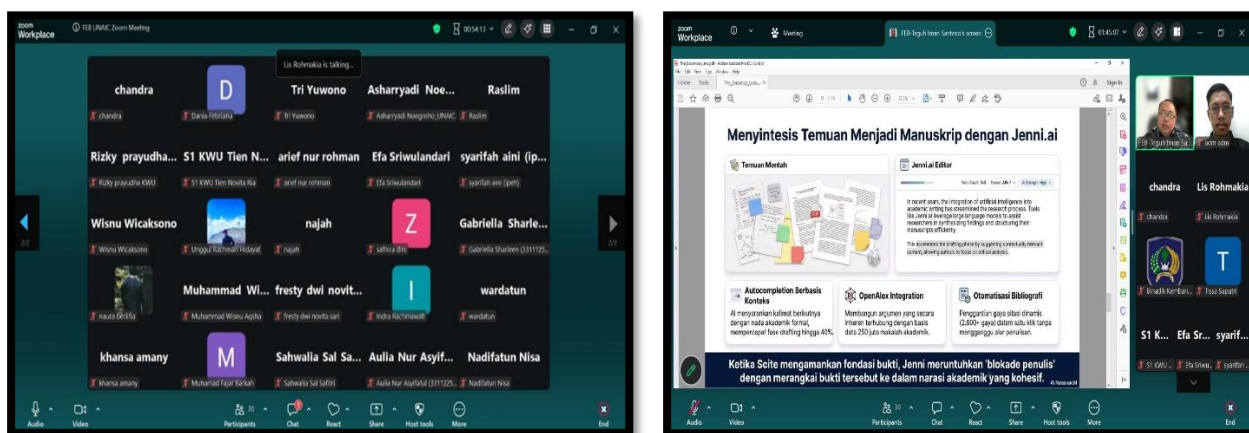


Figure 2. The presenter is explaining material

4.2 Recommendations

Based on the implementation of the workshop, several recommendations can be proposed.

First, AI-assisted citation training should be integrated into academic writing or research methodology courses. Citation competence is not merely a technical skill, but an essential part of academic literacy, source accountability, and plagiarism prevention. Therefore, students need continuous exposure to citation tools, reference styles, and source verification practices.

Second, future workshops should include structured evaluation instruments, such as pre-test and post-test questions, practical task rubrics, student satisfaction questionnaires, and documentation of student outputs. These instruments are needed to provide stronger empirical evidence regarding the effectiveness of AI-assisted citation training.

Third, students should be trained to verify AI-generated citations manually. At minimum, they should check author names, publication year, article title, journal or publisher name, volume and issue number, page range, DOI, and citation style consistency. This verification process is necessary to prevent inaccurate references, incomplete metadata, and untraceable sources.

Fourth, institutions should provide follow-up mentoring after the workshop. The mentoring can be conducted through online discussion forums, academic writing clinics, peer review groups, or lecturer-supervised citation practice. Continuous support is important because students may still encounter difficulties when applying Scite AI and Jenni AI independently in real academic writing assignments.

Fifth, lecturers should emphasize the ethical use of AI in academic writing. Students need to understand that AI tools may support citation formatting and writing organization, but the final

responsibility for accuracy, originality, and academic integrity remains with the author. AI should be used as a support tool to strengthen scholarly writing, not as a shortcut that weakens critical reading and responsible citation practices.

Finally, future community engagement programs may expand the scope of training by including other reference management tools, such as Mendeley, Zotero, or EndNote, so that students can compare AI-assisted citation tools with conventional reference management systems. This broader approach can help students build a more complete and sustainable academic writing workflow.

6. Authors Note

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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