**Dimasejati: Jurnal Pengabdian Kepada Masyarakat**
ISSN 2716-3377 (print) | ISSN 2721-9364 (online)
https://syekhnurjati.ac.id/jurnal/index.php/dimasejati

OPEN ACCESS

**Vol. 8, No. 2, 2026**

**DOI**: 10.24235/dimasejati.51.000

# Strengthening the Digital Capacity of Teachers at MAN 1 Parepare through Training in the Use of Mendeley Reference Management Software

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**A B S T R A C T**

The rapid advancement of digital technology has significantly transformed the educational landscape. In the current era, technology-based competencies have become essential for teachers to adapt to the evolving demands of education. This community service activity aimed to implement instructional materials through the Web Schools Learning platform, enabling teachers to access and study learning resources more easily while supporting the learning process and the effective management of scientific references. The program employed a digital learning–based service method consisting of planning, instructional video development, learning assistance, and learning evaluation. The results indicate that the teachers of Madrasah Aliyah Negeri 1 (MAN 1) Parepare actively participated in all stages of the digital learning program and demonstrated strong enthusiasm throughout the learning activities. Participants showed considerable interest in using the Mendeley application and were able to operate its main features, such as importing references and inserting citations. However, several participants still required additional guidance in utilizing advanced features, particularly those related to citation style and formatting settings.

**Keywords:** Digital Technology, Reference Management, Mendeley, Teachers

**A B S T R A K**

Pesatnya kemajuan teknologi digital telah mengubah lanskap pendidikan secara signifikan. Di era saat ini, kompetensi berbasis teknologi menjadi hal yang esensial bagi guru untuk beradaptasi dengan tuntutan pendidikan yang terus berkembang. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk menerapkan materi pembelajaran melalui platform *Web Schools Learning*, yang memungkinkan guru mengakses dan mempelajari sumber belajar dengan lebih mudah, sekaligus mendukung proses pembelajaran dan pengelolaan referensi ilmiah secara efektif. Program ini menggunakan metode layanan berbasis pembelajaran digital yang mencakup tahap perencanaan, pengembangan video instruksional, pendampingan pembelajaran, dan evaluasi pembelajaran. Hasil kegiatan menunjukkan bahwa para guru Madrasah Aliyah Negeri 1 (MAN 1) Parepare berpartisipasi aktif dalam seluruh tahapan program pembelajaran digital serta menunjukkan antusiasme yang tinggi selama kegiatan berlangsung. Para peserta menunjukkan minat yang besar dalam penggunaan aplikasi Mendeley dan mampu mengoperasikan fitur-fitur utamanya, seperti mengimpor referensi dan menyisipkan sitasi. Namun, beberapa peserta masih memerlukan bimbingan tambahan dalam memanfaatkan fitur-fitur lanjutan, khususnya yang berkaitan dengan gaya sitasi dan pengaturan format.

**Keywords:** Teknologi Digital, Pengelolaan Referensi, Mendeley, Guru

| Received: | Revised: | Accepted: | Available online: |
|---|---|---|---|
| 01.03.2026 | 01.04.2026 | 01.06.2026 | 01.09.2026 |

**Suggested citation:**
Ismail, M., Bakri, W., Wahidin, A., Munzir, M., Firman, A., & Ihsan, K. I. (2026). *Strengthening The Digital Capacity Of Teachers At MAN 1 Parepare Through Training In The Use Of Mendeley Reference Management Software*. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat, 8* (2), 262-213. DOI: 10.24235/dimasejati.51.000

## PENDAHULUAN

Technology refers to a set of tools and innovations designed to facilitate various human activities. Its existence and continuous development have influenced nearly every aspect of human life, particularly the field of education. Various digital technologies employed in the learning process, such as e-books, Gramedia Digital, Canva, Moodle, Microsoft Teams, e-report systems, and QR codes, have become essential tools utilized by both teachers and students to support educational activities. The integration of these technologies not only enhances the efficiency and effectiveness of teaching and learning processes but also promotes innovation, critical thinking, and creativity among educators and learners.(Anderson & Rivera-Vargas, 2020) In addition, teachers are required to continuously develop their professional competencies as mandated by Government Regulation No. 32 of 2013 (Wilyanti et al., 2023). One of the ways to enhance teacher professionalism is through scholarly activities, such as writing scientific articles, developing teaching modules or textbooks, and conducting classroom action research. These professional activities increasingly rely on digital technology as a supporting tool. In this regard, proficiency in using reference management software such as Mendeley is essential, as it enables users to store, organize, manage, and cite references efficiently in the process of academic writing.

The integration of technology has become increasingly aligned with school curricula, highlighting the importance of digital literacy in assisting teachers to address various educational challenges. Digital literacy equips educators with the skills necessary to effectively utilize technological tools in teaching, learning, and professional development activities. One such tool is Mendeley, which serves as a reference management application widely used in academic writing and literature searching (Mesra et al., 2023), Mendeley enables users to store, organize, and manage references efficiently, thereby simplifying the processes of citation and bibliography generation. Furthermore, it provides access to a wide range of relevant scholarly resources and contributes to expanding teachers' knowledge and capacity in producing scientific and academic publications (Fitrianita et al., 2025). The objective conditions underlying this community service program indicate that Parepare City is recognized as one of the prominent educational centers in South Sulawesi. The local government has actively facilitated teachers' professional development through various digital literacy training programs. For example, the Regional Government, through the Department of Education and Culture, organized the Google Certified Educator Level 1 training program to enhance teachers' digital competencies (Pemerintah Kota, 2025). In addition,

the Ministry of Religious Affairs (MoRA) of Parepare conducted a training program entitled *"Digitalization of Learning in Madrasahs,"* which focused on introducing and utilizing the Gemini AI ecosystem as an innovative learning support tool in the digital era. These initiatives demonstrate the commitment of both local and national educational stakeholders to strengthening teachers' digital literacy and promoting the integration of technology into educational practices (Busrah; Nurwina, 2026).

Based on these initiatives, it is evident that the Parepare City Government has made considerable efforts to enhance teacher professionalism through the development of digital literacy. However, the Community Service Team (PKM Team) found that no specific training program had been conducted on the use of Mendeley, particularly for improving teachers' competencies in academic writing. Consequently, Madrasah Aliyah Negeri 1 Parepare was selected as the target institution for a training program aimed at strengthening teachers' scholarly writing skills through the effective use of the Mendeley reference management application. Preliminary surveys conducted by the PKM Team revealed that several teachers lacked adequate proficiency in operating Mendeley and other digital technologies. As a result, they encountered difficulties in preparing teaching materials, instructional modules, and classroom action research reports. Challenges were also identified in managing references, inserting citations, and formatting bibliographies according to academic standards. According to one teacher and an administrative staff member, there is a pressing need to enhance teachers' digital competencies, particularly in the use of Mendeley, to support the preparation of high-quality academic and scientific publications.

Mastery of the Mendeley application among teachers at Madrasah Aliyah Negeri 1 Parepare has the potential to create significant opportunities for enhancing their creativity in academic writing. By utilizing Mendeley, teachers can manage scholarly references more efficiently, enabling them to devote greater attention to the development of innovative ideas and the improvement of the quality of their written work (Mulkan Fadhli dll, 2020). Furthermore, the application facilitates access to a wide range of relevant academic literature, allowing teachers to broaden their perspectives, strengthen their theoretical foundations, and construct more comprehensive and well-supported arguments in their scholarly publications (Choiriyah & Noviani, 2024). Furthermore, Mendeley enables teachers to collaborate more effectively with colleagues and students. Its sharing and academic networking features facilitate discussions, the exchange of ideas, and the dissemination of knowledge within educational communities. Through these collaborative interactions, teachers can enhance their critical thinking skills while gaining exposure to diverse perspectives and scholarly insights. Such opportunities not only strengthen their analytical abilities but also stimulate creativity and innovation in the development of scientific and academic writing (Kurniawan et al., 2026).

Improving teachers' proficiency in using Mendeley can also enhance their understanding of information literacy and the importance of conducting high-quality research. Through the development of these competencies, teachers become more confident in undertaking various scholarly activities, including writing textbooks and instructional materials, pursuing further academic studies, and producing original scientific publications. Such capabilities contribute significantly to the development of creative and critical thinking skills, which are essential in both academic and

professional contexts. Nevertheless, the limited availability of digital infrastructure and technological resources in schools remains a significant barrier to the effective adoption of Mendeley. As a reference management tool, Mendeley plays a crucial role in assisting teachers with organizing references and preparing academic manuscripts more efficiently. However, inadequate access to computers, reliable internet connectivity, and structured training programs often prevents teachers from utilizing the application to its full potential. Insufficient facilities, such as a lack of computer laboratories and unstable internet connections, restrict opportunities for teachers to install, access, and regularly use the software. Furthermore, the absence of adequate guidance and professional development initiatives related to Mendeley may lead to difficulties in its adoption, reducing teachers' motivation and confidence in producing scholarly works.

The primary issue addressed in this community engagement program is the low level of teachers' digital citation literacy, coupled with the absence of practical Mendeley training modules within the school environment. These challenges highlight the need for an integrated solution supported by a digital platform. Accordingly, this program also focuses on the implementation of instructional materials that can be accessed flexibly and studied independently by teachers. Such an approach is expected to facilitate sustainable professional learning while promoting the effective integration of digital technologies into the educational ecosystem. Ultimately, the initiative seeks to support the realization of a more comprehensive and sustainable digital transformation in teaching, learning, and academic writing practices.

## BAHAN DAN METODE

The community engagement method employed in this program adopted a digital literacy approach through digital learning, which emphasizes the utilization of web-based educational technologies (Kay, 2011). The program integrated the Web Schools Learning (WSL) platform and the Mendeley application as tools to support academic literacy development. This approach was selected to enhance the capacity of teachers at Madrasah Aliyah Negeri 1 Parepare in integrating digital technologies into instructional practices and scholarly reference management. The method promotes a flexible, interactive, and accessible learning environment, enabling participants to engage in both independent and collaborative learning according to their individual needs and competencies. The implementation of the community engagement program was carried out through a combination of socialization, training, and continuous mentoring activities. Learning materials were delivered in the form of video tutorials, digital instructional resources, and practical guides, all of which were uploaded to the Web Schools Learning (WSL) platform to ensure that participants could access them at any time. Furthermore, direct mentoring sessions were conducted to ensure that teachers were able to effectively utilize both the WSL platform and the Mendeley application. The program concluded with an evaluation phase designed to assess participants' levels of understanding, technical skills, and the overall effectiveness of the digital learning

approach in enhancing digital literacy and improving the quality of teaching and learning practices within the school environment.

## HASIL DAN PEMBAHASAN

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Development and progress require specialized skills that are supported by emerging technologies. Such advancements depend on educational development that prepares individuals capable of implementing and sustaining development programs (Bakri et al., 2024). In relation to efforts to strengthen educational resources and teaching competencies, this community engagement program was conducted through four sequential stages. The first stage involved planning activities, including coordination meetings among the research team, preliminary field surveys at the target location, and the establishment of a collaborative partnership between the community engagement institution and the school. The second stage focused on the development of digital learning media, particularly instructional videos designed to support teachers' learning experiences. The third stage consisted of the preparation of learning modules and video tutorials on the use of Mendeley as a reference management tool. Finally, the fourth stage involved the implementation of mentoring activities and learning evaluations aimed at enhancing teachers' competencies and assessing the effectiveness of the training program.

In this community engagement program, the first stage began with a school observation visit aimed at establishing collaboration and fostering discussions with teachers regarding their level of understanding of the use of the Mendeley application in academic writing. This preliminary activity was conducted to identify participants' needs, assess their existing competencies, and obtain an overview of the challenges they encountered in managing references and preparing scholarly works.

**Figure 1. Visit to Madrasah Aliyah Negeri 1 (MAN 1) Parepare**

During this visit, the research team from the State Islamic Institute of Parepare (IAIN Parepare) received a positive response and appreciation from the school principal, teachers, and administrative staff of MAN Parepare. The warm reception reflected a shared commitment to fostering collaboration between higher education institutions and schools. This partnership was established to facilitate the exchange of knowledge and experiences related to digital-based academic learning systems, particularly in enhancing teachers' competencies in using the Mendeley application for scholarly writing. Through this initiative, educators were provided with opportunities to strengthen their academic literacy skills and improve their capacity to produce high-quality scientific publications.

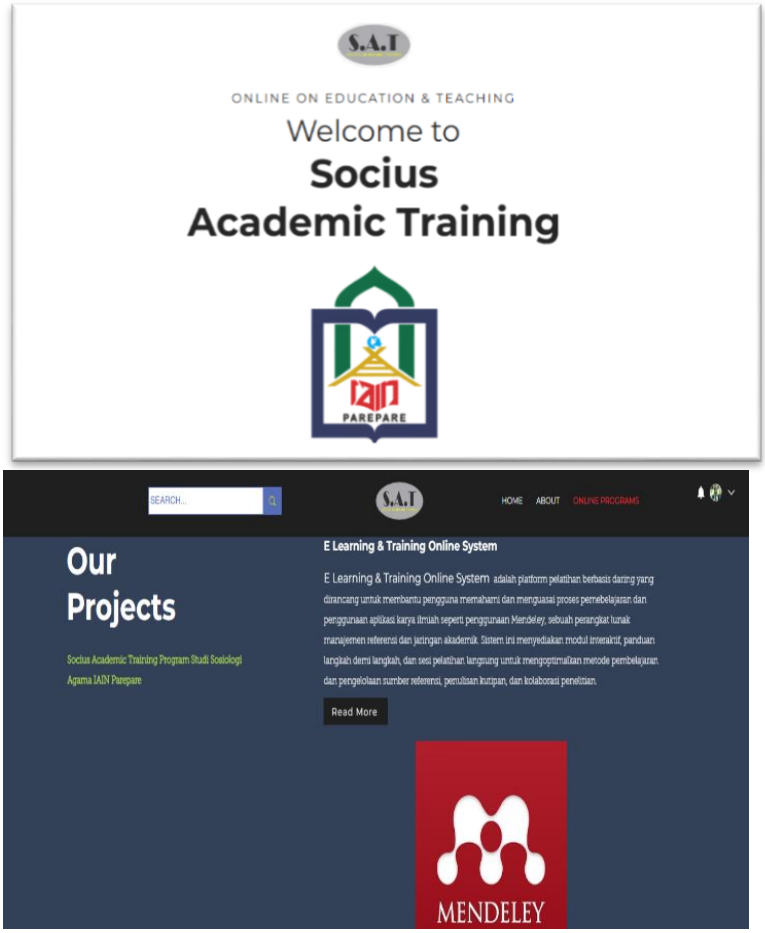


**Figure 2. Interface of the Web School Learning (WSL) Platform**

In the second stage of the program, the research team developed a digital learning platform to host instructional videos on the use of Mendeley. This platform, referred to as the Web School Learning (WSL) system, was designed to provide teachers with flexible access to learning resources according to their individual needs. Through the platform, participants could select and study the tutorial materials most relevant to their

interests and professional requirements. The WSL platform contained a collection of digital instructional videos aimed at supporting teachers' understanding and practical application of Mendeley in academic writing and reference management. In the third stage, the research team developed a series of digital instructional videos covering the fundamental aspects of using the Mendeley application. The learning materials included an introduction to Mendeley, its primary functions and benefits, step-by-step procedures for operating the software, the advantages of using Mendeley in academic writing, key features of the application, and practical guidelines for its effective utilization. These tutorial videos were designed to provide participants with both conceptual understanding and practical skills necessary for managing references and citations efficiently.

**Figure 3. Preliminary Site Survey for the Community Engagement Program**

Following the observation phase, the Community Service Team (PKM Team) developed the Web School Learning (WSL) platform as a digital learning medium to support the implementation of the program. The platform contains a series of instructional video tutorials covering the stages of learning and utilizing the Mendeley application. The materials include an introduction to Mendeley, practical guidance on its application and operation, as well as evaluation activities designed to assess participants' understanding and proficiency in using the software. The WSL platform was developed as a repository for digital learning resources, particularly those related to technology-based instructional practices and the effective use of Mendeley as a reference management tool. By providing continuous access to these materials, the platform enables teachers to review the content independently and repeatedly according to their learning needs. Consequently, WSL serves not only as a learning support system but also as a sustainable digital resource that facilitates the development of teachers' digital literacy and academic writing competencies.

The fourth stage involved mentoring activities for teachers at Madrasah Aliyah Negeri (MAN) Parepare. During this phase, participants were introduced to the Mendeley application and received hands-on guidance on its use in academic writing.

The mentoring sessions aimed to strengthen teachers' understanding of reference management practices, enhance their technical competencies in operating the software, and support the application of Mendeley in the preparation of scholarly works. The observation phase received a positive response from the partner school, primarily due to the limited knowledge and experience of teachers in using the Mendeley application for academic writing. During this stage, the research team and teachers of Madrasah Aliyah Negeri 1 (MAN 1) Parepare engaged in discussions that led to the establishment of a formal collaboration agreement. This agreement was intended to be officially signed during the mentoring phase as a commitment to ensuring the sustainability of the program, particularly in supporting teachers' academic writing activities and the publication of scholarly works. The school principal and teachers demonstrated a high level of enthusiasm and motivation to participate in the program. This was reflected in the registration of fifteen teachers who voluntarily enrolled in the training and mentoring activities. According to Mr. Rabiul Akbar, a member of the school's administrative staff, the program was highly needed because several teachers had not yet acquired the skills required to prepare academic manuscripts using Mendeley.

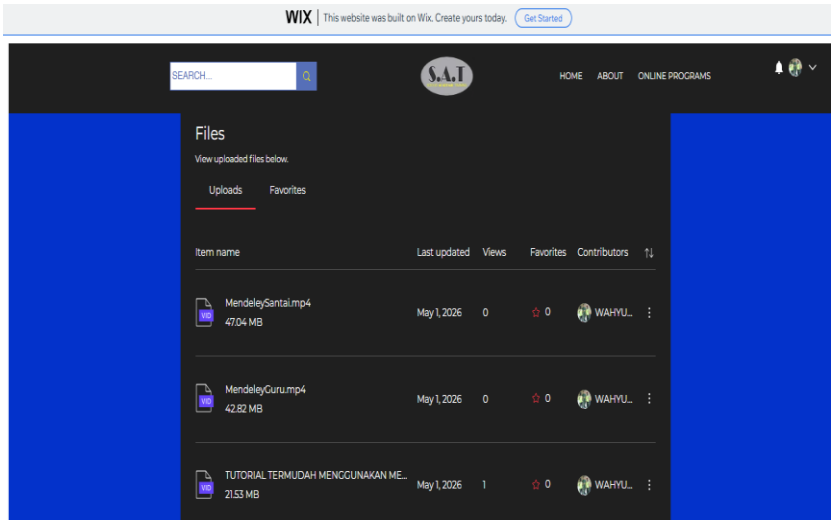


**Figure 4. Instructional Video Tutorial on the Use of Mendeley**

Subsequently, the Community Service Team (PKM Team) developed two instructional video tutorials on the use of the Mendeley application. The first video provided an introduction to Mendeley, including its definition, objectives, functions, and benefits in supporting the preparation of scholarly and scientific writing. The second video focused on the practical application of Mendeley, covering essential procedures such as downloading and installing the software, importing references, inserting citations, and organizing reference libraries. These tutorials were designed to equip participants with both conceptual understanding and practical skills necessary for effective reference management and academic writing. The learning mentoring phase focused on providing hands-on guidance in the use of the Mendeley application for teachers from Madrasah Aliyah Negeri 1 (MAN 1) Parepare. The activity was held at the Rectorate Building and attended by 15 teachers from MAN 1. During this stage,

instructional video tutorials were presented and complemented by direct assistance from the Community Service Team (PKM Team) to ensure that participants fully understood and were able to apply the skills being taught.

Learning mentoring is a process of providing guidance, direction, and support to participants in order to help them achieve learning objectives effectively. In this program, the mentoring activities were designed to enhance teachers' understanding of Mendeley as a digital tool for academic writing and reference management. Through direct instruction and practical exercises, participants were introduced to the key functions of the application and its application in scholarly writing. The mentoring session was conducted on Monday, December 9, 2024, at the second floor of the Rectorate Building of the State Islamic Institute of Parepare (IAIN Parepare), beginning at 1:00 p.m. and continuing until completion. Prior to the mentoring activities, the program was officially opened by the Dean of the Faculty of Ushuluddin, Adab, and Da'wah. The opening ceremony included welcoming remarks delivered by the Dean and the Principal of Madrasah Aliyah Negeri 1 (MAN 1) Parepare. The event also featured the formal signing of a Memorandum of Agreement (MoA) between the faculty and the school, signifying a commitment to collaborative efforts in educational development, digital literacy enhancement, and professional capacity building for teachers.

**Figure 5. Signing of the Memorandum of Agreement (MoA) and Mentoring Session on the Use of the Mendeley Application**

A high level of enthusiasm and motivation was observed among the participants throughout the program. This positive engagement was attributed not only to the direct mentoring provided during the training sessions but also to the opportunity for participants to observe and follow the instructional video tutorials developed by the Community Service Team (PKM Team). The learning activities were organized into several stages, including an introduction to the Mendeley application and practical demonstrations of its use in academic writing and reference management. Through these sessions, participants actively engaged with the learning materials and demonstrated a strong interest in acquiring the digital competencies necessary for scholarly writing. The mentoring sessions played a crucial role in providing participants with opportunities to ask questions and seek clarification after studying the instructional tutorials. This interactive component enabled participants to address practical challenges encountered while learning to use the Mendeley application. During the discussion session, several participants raised questions related to the application's functionality and implementation.

For example, one participant asked about the process of registering an account after successfully installing the Mendeley application. Another participant inquired about strategies for locating relevant academic references and importing them into Mendeley for reference management purposes. A third participant raised a question regarding the management of non-traditional sources, specifically how news articles and media reports could be incorporated into the Mendeley database and cited appropriately in academic writing. These questions reflected participants' genuine interest in mastering the application and demonstrated their efforts to apply the acquired knowledge to real academic writing tasks. Furthermore, the discussion sessions provided valuable opportunities for the mentoring team to offer practical guidance and reinforce participants' understanding of reference management and citation practices.

**Figure 6. Post-Learning Simulation on the Use of the Mendeley Application**

The evaluation of the Mendeley tutorial-based learning program encompassed three domains of learning outcomes: cognitive, affective, and psychomotor. In the cognitive domain, participants demonstrated a clear understanding of the fundamental concepts of Mendeley, including its primary role as a reference management tool (Faruq Alhasbi, 2024). Participants were also able to comprehend the procedures for downloading, installing, and registering a Mendeley account, as well as the methods for adding references from various sources, either manually or through the Web Importer feature. This level of understanding was evident during the practical sessions, where participants successfully performed the demonstrated tasks after viewing the tutorial videos presented by the Community Service (PKM) Team. In the affective domain, participants demonstrated a high level of motivation, interest, and enthusiasm toward learning how to use the Mendeley application. This was reflected in the active participation of teachers during the training sessions, particularly through the questions they raised regarding various features and functions of the software. Their engagement indicated a strong desire to acquire new knowledge and develop a deeper understanding of reference management practices during the mentoring and evaluation activities conducted by the Community Service (PKM) Team.

In the psychomotor domain, participants showed the ability to operate the Mendeley application; however, several aspects still required further improvement and practice. These included importing references from different sources, generating citations and bibliographies using Mendeley, and synchronizing reference libraries across multiple devices through a Mendeley account. The findings suggest that participants need continued practice and repeated application of these skills to achieve greater proficiency. Therefore, participants were encouraged to engage in independent learning and regularly access the tutorial materials provided by the PKM Team as a means of reinforcing their knowledge and recalling the procedures involved in using the application effectively. Following the evaluation of the cognitive, affective, and psychomotor domains, the findings indicated that the majority of participants had successfully acquired a fundamental understanding of Mendeley, particularly regarding reference management and bibliography generation (cognitive domain). In the affective domain, participants demonstrated positive attitudes toward the application, expressing a strong interest in incorporating Mendeley into their academic and professional activities. Regarding the psychomotor domain, most participants were able to operate the main features of Mendeley effectively, including importing references, organizing reference libraries, and inserting citations into academic documents.

**Tabel 1 Session Evaluation**

**able. Evaluation Results of Mendeley Training**

| No. | Evaluation Aspect | Assessment Indicator | Excellent (%) | Good (%) | Fair (%) | Poor (%) | Remarks |
|---|---|---|---|---|---|---|---|
| 1 | Cognitive | Understanding of the basic concepts of Mendeley | 65 | 25 | 10 | 0 | Participants understood the primary function of Mendeley as a reference management application. |
| | | Ability to download, install, and register a Mendeley account | 70 | 20 | 10 | 0 | Most participants were able to follow the tutorial successfully. |
| | | Ability to add references manually and through the Web Importer feature | 60 | 30 | 10 | 0 | Participants were able to perform the tasks independently after the mentoring session. |
| 2 | Affective | Motivation to learn and use Mendeley | 75 | 20 | 5 | 0 | Participants demonstrated a very high level of enthusiasm throughout the training. |
| | | Interest in using Mendeley for academic activities | 70 | 25 | 5 | 0 | Participants showed a strong interest in citation and reference management. |
| | | Active participation in discussions and question-and-answer sessions | 68 | 27 | 5 | 0 | Many participants actively engaged in discussions during the mentoring activities. |
| 3 | Psychomotor | Ability to import references | 45 | 35 | 15 | 5 | Additional practice and familiarization are still required. |
| | | Ability to generate citations and bibliographies automatically | 40 | 40 | 15 | 5 | Some participants still required further guidance and assistance. |
| | | Ability to synchronize | 35 | 40 | 20 | 5 | Participants needed a deeper |

| No. | Evaluation Aspect | Assessment Indicator | Excellent (%) | Good (%) | Fair (%) | Poor (%) | Remarks |
|---|---|---|---|---|---|---|---|
| | | references across devices | | | | | understanding of advanced features. |
| | | Ability to operate the basic features of Mendeley | 50 | 35 | 10 | 5 | The majority of participants were able to operate the application effectively. |

Source: Training evaluation data, processed by the researchers (2026).

Tabel 2. Racapitulation Evaluation

| Aspect | Average Excellent (%) | Average Good (%) | Average Fair (%) | Average Poor (%) | Interpretation |
|---|---|---|---|---|---|
| **Cognitive** | 65 | 25 | 10 | 0 | Participants demonstrated a very good level of understanding. |
| **Affective** | 71 | 24 | 5 | 0 | Participants showed very high enthusiasm and motivation. |
| **Psychomotor** | 43 | 38 | 15 | 5 | Operational skills were generally good, although additional practice is still required. |

Source: Training evaluation data, processed by the researchers (2026).

## SIMPULAN

The community engagement program successfully enhanced the digital literacy and academic competencies of teachers at Madrasah Aliyah Negeri 1 (MAN 1) Parepare through the implementation of the Mendeley application integrated with the Web School Learning (WSL) platform. The program was carried out through four stages, namely planning, development of digital learning media, production of instructional video tutorials, and direct mentoring activities. As a result, participating teachers gained access to digital learning resources that support the preparation of scholarly works and the effective management of academic references. Furthermore, the formal collaboration established through a Memorandum of Agreement (MoA) between IAIN

Parepare and the partner school provides a foundation for the sustainability of the program, particularly in supporting teachers' development of digital citation skills and scholarly publication practices. The evaluation results indicate that the program was highly effective in improving participants' cognitive and affective competencies. Most participants demonstrated a clear understanding of the fundamental concepts of reference management and exhibited a high level of enthusiasm and engagement throughout the training, with an average participation rate of 71%. However, in the psychomotor domain, several participants still required additional practice in operating more advanced features of Mendeley, particularly those related to reference synchronization across multiple devices. Therefore, teachers are encouraged to continue utilizing the instructional resources available on the WSL platform as a practical guide for independent learning and continuous skill development. Such efforts are expected to further strengthen their technical proficiency and enable the optimal use of Mendeley in academic writing and scholarly publication activities

**Ucapan Terimakasih**

The authors would like to express their sincere gratitude to the Rector of the State Islamic Institute of Parepare (IAIN Parepare) for the institutional support provided throughout the implementation of this community engagement program. Special appreciation is extended to the Dean of the Faculty of Ushuluddin, Adab, and Da'wah for officially opening the program and delivering welcoming remarks. The authors also acknowledge the valuable participation and support of the Head of the Study Program and the lecturers of the Sociology of Religion Department at IAIN Parepare. The Community Service Team would further like to extend its deepest appreciation to the Principal of Madrasah Aliyah Negeri 1 (MAN 1) Parepare for the warm reception and for formalizing the institutional collaboration through the signing of the Memorandum of Agreement (MoA). Special thanks are also addressed to Mr. Rabiul Akbar, administrative staff member, for his assistance in facilitating participant registration and program coordination. Finally, the authors gratefully acknowledge all participating teachers from MAN 1 Parepare for their enthusiasm, commitment, and active engagement throughout the mentoring activities until the successful completion of the program

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