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TRAINING ON THE APPLICATION OF MENDELEY DESKTOP AND MENDELEY REFERENCE MANAGER FOR TEACHERS AT MTSS DHARMA WANITA, JAMBI CITY

PELATIHAN PENGAPLIKASIAN MENDELEY DESKTOP DAN MENDELEY REFERENCE MANAGER BAGI GURU MTSS DHARMA WANITA KOTA JAMBI

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Abstract

This Community Service (PPM) activity aimed to improve teachers' digital literacy through training on the application of Mendeley Desktop and Mendeley Reference Manager for teachers at MTsS Dharma Wanita, Jambi City. The activity was motivated by several challenges faced by the partner school, including limited digital literacy, difficulties in installing and configuring reference management software, and teachers' low confidence in adopting technology to support academic writing. The PPM activity was conducted in a single face-to-face session lasting approximately two and a half hours, using an integrated training approach combining material delivery, demonstrations, discussions, and question-and-answer sessions. A total of 11 teachers, including the school principal, actively participated throughout the training. The activity was evaluated through a questionnaire designed to identify participants' initial conditions, level of understanding, perceptions of the benefits of Mendeley, and readiness to adopt the application. The results showed that prior to the training, most teachers had no experience using Mendeley and still relied on manual methods for managing references. Following the training, participants demonstrated improved understanding of the functions and benefits of Mendeley, accompanied by more positive attitudes and an increased intention to gradually use the application in academic writing. It can be concluded that this activity successfully provided an initial impact on improving teachers' digital literacy in the area of scholarly reference management and served as a foundation for enhancing the quality of teachers' academic writing at the partner school.

Keywords : Community Service, Digital Literacy, Mendeley, Reference Management, Teachers.

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Abstrak

Kegiatan Pengabdian kepada Masyarakat (PPM) ini bertujuan untuk meningkatkan literasi digital guru melalui pelatihan pengaplikasian Mendeley Desktop dan Mendeley Reference Manager bagi guru MTSS Dharma Wanita Kota Jambi. Latar belakang kegiatan ini didasarkan pada permasalahan mitra yang meliputi keterbatasan literasi digital, kesulitan dalam instalasi dan pengaturan perangkat lunak manajemen referensi, serta rendahnya kepercayaan diri guru dalam mengadopsi teknologi pendukung penulisan karya ilmiah. Kegiatan PPM dilaksanakan dalam satu kali pertemuan tatap muka selama kurang lebih dua setengah jam dengan pendekatan pelatihan terpadu yang mengombinasikan penyampaian materi, demonstrasi, diskusi, dan sesi tanya jawab. Peserta kegiatan berjumlah 11 orang guru, termasuk kepala sekolah, yang berpartisipasi secara aktif selama pelatihan berlangsung. Evaluasi kegiatan dilakukan melalui penyebaran kuesioner untuk mengetahui kondisi awal, tingkat pemahaman, persepsi manfaat, serta kesiapan peserta dalam mengadopsi Mendeley. Hasil kegiatan menunjukkan bahwa sebelum pelatihan, mayoritas guru belum memiliki pengalaman menggunakan Mendeley dan masih mengandalkan metode manual dalam pengelolaan referensi. Setelah pelatihan, peserta menunjukkan peningkatan pemahaman terhadap fungsi dan manfaat Mendeley, disertai dengan tumbuhnya sikap positif dan niat untuk menggunakannya secara bertahap dalam penulisan akademik. Kegiatan ini dapat disimpulkan berhasil memberikan dampak awal dalam meningkatkan literasi digital guru pada aspek manajemen referensi ilmiah serta menjadi fondasi bagi peningkatan kualitas penulisan karya ilmiah guru di lingkungan sekolah mitra.

Kata Kunci : Pengabdian Kepada Masyarakat, Literasi Digital, Mendeley, Manajemen Referensi, Guru.

1. INTRODUCTION

The partner, namely the teachers of MTsS Dharma Wanita, Jambi City, faces several challenges that require solutions through the implementation of a community service program. The following are the problems faced by the partner:

Tabel 1. Partner Problems

No.	Aspect	Critical Problems Identified
1	Limited digital literacy	Teachers are not familiar with reference management software. teachers experience difficulties in organizing references and managing citations.
2	Difficulties in installing and configuring Mendeley	Challenges in installing and configuring Mendeley due to the lack of adequate guidance. Difficulties in integrating Mendeley with Microsoft Word. Difficulties in importing references from external sources, such as Google Scholar, PubMed, and journal databases.
3	Lack of confidence in adopting	Teachers perceive Mendeley as difficult to use.

Partner Profile

MTsS Dharma Wanita is a private Islamic junior secondary school (Madrasah Tsanawiyah) located in Jambi Timur District, Jambi City, Jambi Province. The school was established on May 9, 2005, based on Establishment Decree No. 016/Y.DW/JBI/V/2005, and operates under the supervision of the Ministry of Religious Affairs of the Republic of Indonesia. The school has been accredited with a B rating based on Accreditation Decree No. 1347/BAN-SM/SK/2021, issued on December 8, 2021.

MTsS Dharma Wanita is located at Jalan Majapahit No. 2, Payo Silincah, Jambi Timur District, Jambi City, Jambi Province. The establishment and continued development of MTsS Dharma Wanita

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are expected to contribute to improving the quality of education and supporting the development of students' intellectual capacity in Jambi Timur District, Jambi City.



Figure 2. MTsS Dharma Wanita Building, Jambi City



Figure 3. Classroom at MTsS Dharma Wanita, Jambi City

Objectives of the Activity and Its Relevance to MBKM, IKU, and Community Service Focus Objectives

The objectives of this activity are as follows:

1. To assist teachers in improving their digital literacy (Kholid, 2021; Haz & Sugianto, 2022; Kuncoro et al., 2022).
2. To assist teachers in the process of installing Mendeley and troubleshooting any problems that may arise.
3. To build teachers' confidence and encourage the gradual adoption of Mendeley.

Relevance of the Activity to MBKM

This community service activity is closely related to the Merdeka Belajar–Kampus Merdeka (MBKM) program because it provides opportunities for lecturers and students to actively contribute to identifying and addressing problems faced by the community. Through this activity, lecturers and students can contribute to improving the quality of education. This is in line with the objectives of MBKM, which provide opportunities for practical experience and learning outside the classroom.

More specifically, the relevance of this activity to the MBKM program can be described as follows:

1. Improving Teacher Competence This activity improves teachers' skills in reference management, supporting the MBKM vision of enhancing the quality of human resources (Suttrisno, 2022).
2. Developing Students' Skills Students involved in this activity can develop leadership and collaborative skills, in accordance with the spirit of MBKM (Sanjaya et al., 2021).

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3. Encouraging Student Involvement in Research Students participating directly in this activity also gain knowledge of reference management, which is beneficial for their research and scientific publications and is consistent with the objectives of MBKM (Prahmana et al., 2016).
4. Strengthening Collaboration between Higher Education Institutions and Schools The activity helps establish partnerships between universities and schools, supporting the MBKM vision of expanding collaborative networks (Cahyono et al., 2012; Diana & Hakim, 2021).

Relevance of the Activity to IKU

This activity can contribute to Universitas Jambi's achievement of several Key Performance Indicators (IKU), as follows.

IKU 2: Students Gain Experience Outside the Campus

The teacher mentoring activity in scientific article writing involves students as facilitators. Through this process, students have the opportunity to participate in activities outside the university campus, namely in the school environment where the mentoring takes place. They gain practical experience in reference management, interact directly with teachers, and broaden their understanding of educational practices in the field.

IKU 3: Lecturers Engage in Activities Outside the Campus

The community service team involved in this activity carries out activities outside the university campus, specifically at the partner school where the community service program is conducted. The lecturers provide guidance and support to teachers in mastering reference management using Mendeley and actively contribute to improving educational competencies beyond the higher education environment. This demonstrates lecturers' engagement in off-campus activities in accordance with IKU 3.

IKU 5: Lecturers' Work is Utilized by the Community

Through this activity, teachers are expected to manage references more effectively using Mendeley when writing scientific articles. The scientific articles produced by teachers can subsequently benefit the community, particularly by contributing to improvements in the quality of education. These articles may serve as references for other education practitioners and provide inspiration for innovation and the improvement of teaching practices. This is also consistent with the findings of previous research conducted by the community service team and published in a scientific article (Ernanda et al., 2024). Thus, the lecturers' work through this mentoring activity can be directly utilized by the community, in accordance with IKU 5, which emphasizes the positive impact of lecturers' work on society.

Community Service Focus

The main focus of this mentoring activity is to assist teachers in developing their skills and abilities in using Mendeley software for reference management, which ultimately supports teachers in producing higher-quality scientific articles. This is achieved through training, guidance, and support at each stage of the Mendeley application process. The ultimate goal is to strengthen teachers' contribution to the development of scholarly knowledge and encourage the production of useful academic works that contribute to the advancement of education and the wider community.

Priority Problems (Related to A.4 or A.5)

The priority problems faced by the partner that require solutions through the implementation of this community service activity are as follows:

1. Limited digital literacy
2. Difficulties in installing and configuring Mendeley
3. Lack of confidence in adopting Mendeley

Table 2. Description of Problem-Solving Measures

No.	Priority Issue	Description of Issue Resolution
1	Limited digital literacy	This activity will enable partners to practice using Mendeley in real time. Training participants will receive a manual

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No.	Priority Issue	Description of Issue Resolution
		guide that can help them after the training has ended. The team will establish a peer-support system in which teachers can help one another implement what they have learned. These training sessions are designed to introduce Mendeley and to improve teachers' understanding of how to use it.
2	Difficulty installing and setting up Mendeley	In this activity, each teacher will be guided individually through the installation and setup of Mendeley Desktop and Mendeley Reference Manager. Partners will also be introduced to an online community platform where they can seek additional technical assistance.
3	Lack of confidence in adopting Mendeley	This activity is carried out using an engaging approach. Small group discussions and personal mentoring will be provided to ensure that every teacher feels comfortable using the software. In addition, testimonials from members of the community service team who have successfully integrated Mendeley into their writing needs will be shared to inspire and boost the partners' confidence in using Mendeley.

Objectives of the Activity and Its Relevance to IKU and the Community Service Focus

Table 3. Objectives of the Activity and Its Relevance to IKU and the Community Service Focus

No.	Objective of the Activity	Relation to IKU	Focus of Community Service
1	To assist teachers in improving their digital literacy.	Fulfillment of IKU 2, 3, and 5	The main focus of this community service activity is to help teachers develop their skills and ability to use Mendeley software for reference management, which ultimately can support them in writing high-quality scientific articles. This is done by providing training, guidance, and support at every stage of the process of applying Mendeley. The ultimate goal is to increase teachers' contribution to enriching scientific knowledge and to produce work that benefits the development of the education field and society at large.
2	To help teachers install Mendeley and troubleshoot problems that arise.	Fulfillment of IKU 2, 3, and 5	
3	To build teachers' confidence and encourage the gradual adoption of Mendeley.	Fulfillment of IKU 2, 3, and 5	

2. RESEARCH METHOD

This Community Service (PPM) activity was conducted in the form of a single face-to-face session lasting approximately two and a half hours at MTsS Dharma Wanita, Jambi City. The activity was designed as an integrated training program combining the delivery of instructional materials, application demonstrations, discussions, and question-and-answer sessions. This approach was selected to accommodate the participants' conditions and level of readiness while ensuring that the training objectives could be achieved within the available time.

The partner, namely the teachers of MTsS Dharma Wanita, Jambi City, participated actively in the training. During the preparation stage, the school served as a collaborative partner by providing

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access to the training venue and supporting initial coordination, including determining the time and location of the training. This collaboration enabled the community service team to better understand the partner's context and needs, allowing the training materials to be appropriately tailored.

During the activity, participants received materials introducing Mendeley Desktop and Mendeley Reference Manager, accompanied by live demonstrations by the instructor. Some participants who brought laptops were able to practice the installation and application procedures directly, while others followed the learning process through observation, step-by-step explanations, and interactive discussions. This implementation model enabled all participants to gain an understanding of the functions and workflow of Mendeley, although the level of hands-on practice was not entirely uniform among participants.

After the training, a simple evaluation was conducted by distributing questionnaires to participants to obtain information regarding their understanding, perceptions of the benefits of Mendeley, and readiness to adopt the application. The evaluation results were used as a basis for reflecting on the implementation of the activity and planning potential follow-up community service programs.

The community service team was responsible for planning the activity, developing the training materials, facilitating the sessions, and evaluating the program. Students involved as members of the community service team supported the implementation of the activity, including technical preparation, documentation, and assistance in collecting evaluation data. Student involvement provided contextual learning experiences that supported the development of their academic and professional competencies.

Overall, the implementation method emphasized collaboration among the community service team, the partner school, and students, using a flexible and adaptive approach to respond to field conditions. Through a focused and realistic implementation process, this community service program was expected to provide a meaningful contribution to improving teachers' digital literacy and strengthening the partnership between the university and the school.

3. RESULT AND DISCUSSION

The Community Service (PPM) activity entitled *"Training on the Application of Mendeley Desktop and Mendeley Reference Manager for Teachers at MTsS Dharma Wanita, Jambi City"* was conducted on September 15, 2025, at MTsS Dharma Wanita, Jambi City. The activity was attended by 11 teachers, including the school principal, demonstrating the school leadership's support for improving teachers' professional competencies. The full attendance and active participation of the participants reflected the partner's enthusiasm for the community service program conducted by the FKIP Universitas Jambi team.

This enthusiasm was also related to the condition of the partner school, where no previous community service activity from Universitas Jambi had been conducted directly at the school. Therefore, the activity was viewed as a tangible form of higher education institutions' engagement in addressing the school's actual needs, particularly in improving teachers' digital literacy in scholarly reference management. The activity took place in a conducive and participatory atmosphere, as demonstrated by the participants' active involvement throughout the training sessions.

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Figure 4. Implementation of Mendeley Desktop and Mendeley Reference Manager Training at MTsS Dharma Wanita, Jambi City

The implementation of the training demonstrated an adaptive learning approach that took into account the participants' conditions and level of readiness, with demonstrations and discussions serving as the primary strategies for delivering the training materials. Differences in the level of hands-on practice during the activity did not hinder the achievement of the learning objectives or the participants' learning process, as reflected in their understanding of the functions and workflow of Mendeley. This finding indicates the effectiveness of an adaptive learning approach in a context where access to devices is limited.

This type of learning approach is consistent with findings from several studies evaluating training on reference management software. Several studies have shown that a combination of demonstrations, observation, and group discussions can facilitate practical understanding, even when hands-on practice is not equally experienced by all participants. Siregar and Fadhilah (2024), for example, reported that socialization and mentoring in the use of Mendeley facilitated participants' ability to apply the application independently after the training, although not all participants engaged intensively in hands-on practice. Similar findings were reported by Qurotianti (2022) in the context of online Mendeley training, which demonstrated improved participants' skills after the training and increased readiness to implement Mendeley independently through a learning format based on demonstrations and discussions.

Thus, although hands-on practice in this activity was affected by the limited availability of devices brought by participants, the training approach remained relevant and effective as an initial step toward improving teachers' digital literacy and readiness to gradually adopt Mendeley in academic writing activities.

Initial Conditions and Participants' Experience

To identify the participants' initial conditions, the community service team distributed an evaluation questionnaire examining teachers' prior experience with Mendeley before the training. The questionnaire results showed that the majority of teachers had no previous experience using Mendeley. A total of 64% of participants reported that they had never been familiar with Mendeley, while 18% reported rarely having encountered or used the application, and another 18% reported being relatively familiar with it. None of the participants reported frequently or very frequently using Mendeley prior to the training.

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Diagram 1. Participants' Level of Experience with the Mendeley Application Before the Training

These findings indicate that teachers' digital literacy, particularly in scholarly reference management, was relatively low. This condition is consistent with the partner problems identified previously, namely limited knowledge of software supporting academic writing and continued reliance on manual methods for preparing citations and reference lists. Similar phenomena have also been identified in various studies on teachers' digital literacy. Kurniawati et al. (2018) highlighted differences in digital practices and competencies between educators categorized as *digital natives* and *digital immigrants*, which may contribute to lower mastery of certain digital skills, particularly those required for academic purposes. Meanwhile, Pratolo and Solikhati (2020) reported that teachers' conceptual understanding and practical digital literacy skills vary considerably, resulting in some educators experiencing difficulties in utilizing software to support academic writing and digital citation management.

In this context, the Mendeley application training was highly relevant and appropriately targeted as an intervention to address the partner's identified problems. Several community service reports and training evaluations have shown that introducing and providing assistance in the use of reference managers such as Mendeley can improve the efficiency and accuracy of citation practices among participants who previously relied on manual methods. Training activities targeting teachers and university students have been reported to help participants understand the practical functions of reference management and reduce difficulties in compiling reference lists (Khoirunnisa et al., 2021; Arniati et al., 2022). These findings support the argument that the training was not only relevant to the partner's needs but also constituted an appropriate strategy for improving teachers' digital literacy in academic writing, particularly in the area of scholarly reference management.

Understanding and Skills After the Training

After participating in the training, the participants demonstrated an improved understanding of the benefits of Mendeley in supporting scientific and academic writing. Based on the questionnaire results, 46% of participants strongly agreed and 18% agreed that they understood the benefits of Mendeley as a tool for supporting academic writing. Thus, 64% of participants demonstrated a positive understanding of Mendeley's functions in reference and citation management.

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Diagram 2. Participants' Level of Understanding of the Benefits of Mendeley After the Training

Nevertheless, a small proportion of participants remained uncertain or did not fully agree. This indicates that the conceptual understanding gained during the training still requires reinforcement through repeated practice. Therefore, continued mentoring is important to help transform the understanding acquired during the training into more established and sustainable skills.

Perceived Benefits and Confidence in Adopting Mendeley

In terms of perceived benefits, most participants considered Mendeley useful for saving time, reducing citation errors, and facilitating the preparation of reference lists. The application was also perceived as relevant for supporting report writing, scientific articles, and other academic administrative activities.

The questionnaire results regarding participants' intention to use Mendeley showed that 73% of participants agreed or strongly agreed that they intended to use Mendeley after the training**,** while a small proportion remained uncertain or had no immediate plans to use the application.



Diagram 3. Participants' Intention to Use Mendeley After the Training

The predominance of *agree* and *strongly agree* responses indicates that the training not only improved participants' conceptual understanding but also began to foster behavioral intentions to adopt Mendeley in practice. The remaining hesitant responses can be understood as part of the adaptation process to new technology, suggesting that the adoption of Mendeley is likely to occur gradually.

Participants' Suggestions and Implications of the Activity

In response to the open-ended question, participants provided several suggestions, including the need for more extended hands-on practice, adequate preparation of devices before the training, and the expectation that similar activities could be conducted continuously. These suggestions indicate that

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the PPM activity was perceived as useful and relevant, while also highlighting several technical aspects that could be optimized in future implementations.

Overall, the findings from the evaluation questionnaire indicate a positive change in participants' understanding and attitudes toward the use of Mendeley, suggesting that the PPM activity has generated an initial impact consistent with its planned objectives. These findings subsequently serve as a basis for formulating the conclusions and recommendations presented in the final section of the report.



Figure 5. Group photo of the FKIP Universitas Jambi community service team and teachers of MTsS Dharma Wanita, Jambi City, after the training activity

4. CONCLUSION

Based on the implementation of the Community Service (PPM) activity in the form of *Training on the Application of Mendeley Desktop and Mendeley Reference Manager for Teachers at MTsS Dharma Wanita, Jambi City*, it can be concluded that the activity was successfully conducted and achieved its planned objectives. The participants' active involvement throughout the activity and the positive responses reflected in the evaluation questionnaire demonstrate the high relevance of the community service program to the partner's actual needs.

The questionnaire results indicated that prior to the training, the majority of teachers had relatively low levels of digital literacy, particularly in scholarly reference management, and tended to rely on manual methods for preparing citations and reference lists. After participating in the training, the participants demonstrated improved understanding of the benefits of Mendeley as a tool for supporting academic writing, accompanied by more positive perceptions of the application's ease of use and relevance. In addition, most participants demonstrated an initial readiness and intention to gradually adopt Mendeley in their academic writing activities.

Therefore, this PPM activity can be considered successful in improving teachers' digital literacy in the area of reference management, introducing and enhancing their understanding of Mendeley, and building the partners' confidence in adopting technology to support scientific writing. The activity also serves as an initial foundation for improving the quality of teachers' academic writing at MTsS Dharma Wanita, Jambi City.

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