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Training and Mentoring in the Use of Maktabah Syamilah for Digital Islamic Literature Searching among Students at UIN Imam Bonjol Padang

Ismet Rum[1], Nasrul Makdis[2], Rido Jamallius[3], Amhar[4], Hikmah Ridho Illahi[5]
[12345] Universitas Islam Negeri Imam Bonjol Padang, Indonesia
[1] ismetrum@uinib.ac.id. [2] makdis@uinib.ac.id.
[3] 2320070009@uinib.ac.id. [4] amhar@uinib.ac.id.
[5] hikmahridhoilahi@gmail.com

Abstract
Advances in information technology have broadened the utilization of digital resources in Islamic studies, notably Maktabah Syamilah, which serves as a medium for accessing classical Islamic literature. Nevertheless, students still encounter difficulties in conducting systematic searches for hadith references and in assessing the credibility of digital sources. This community service program engaged 35 students of the Hadith Studies Program at UIN Imam Bonjol Padang, Indonesia, and was carried out in August 2026. Its objective was to strengthen students' competencies in searching for digital Islamic literature through training and mentoring in using Maktabah Syamilah. The program adopted a Participatory Action Research (PAR) approach, comprising participatory diagnosis, two action cycles (each consisting of planning, implementation, observation, and reflection), and follow-up activities to ensure program sustainability. A quantitative evaluation drawing on 20 indicators and 674 responses yielded a mean score of 2.96, corresponding to an achievement index of 73.92% and falling within the good category. The results illustrate participants' abilities to identify digital literature, select relevant classical sources, formulate search keywords, and perform systematic searches. Overall, the program contributes to community empowerment by enhancing students' digital Islamic literacy and encouraging independent, critical, and responsible engagement with primary Islamic sources.

Keywords: *Digital Islamic Literacy; Islamic Literature Searching; Maktabah Syamilah; Participatory Action Research.*

Introduction

Digital transformation has reshaped how academic competencies are cultivated in higher education, including Islamic studies, by expanding students' access to primary Islamic sources. Among the resources holding

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promise for this field is Maktabah Syamilah, which offers a broad collection of classical works in hadith, exegesis, jurisprudence, and theology, searchable by keyword, Arabic phrase, topic, book title, or author. This makes it valuable for learning, academic research, and hadith retrieval. (Fatimah et al., 2026). For students of Hadith Studies, proficiency with digital resources is especially crucial, as their academic work involves locating primary sources, identifying relevant hadiths, tracing textual references, and assessing the reliability of those sources.

Despite the growing accessibility of digital Islamic resources, Hadith Studies students at UIN Imam Bonjol Padang still struggle to use Maktabah Syamilah effectively. A preliminary diagnosis of 35 students yielded an achievement index of 73.92% ("good"), with the lowest attainment in locating required books (66.18%), which became the empirical basis for the participatory training and mentoring program. Its post-intervention evaluation (83.82%, "very good") reflects perceived effectiveness, not comparative improvement.

Prior research has highlighted the importance of digital technology in widening access to Islamic literature and strengthening Islamic education. Fatimah note that digital resources make Islamic books and classical Arabic texts easier to access. (Fatimah et al., 2026). Daud et al. (2022) stress that competence in information retrieval entails judging the relevance, credibility, and reliability of sources, (Daud et al., 2022) and Nur'aini similarly contends that digital literacy encompasses strategic searching, critical evaluation, accuracy verification, and appropriate use of information. (Nur'aini, 2025). The novelty of this program lies in integrating information literacy principles with practical Islamic literature searching through a participatory training and mentoring model. Within a Participatory Action Research (PAR) framework, it combines participatory diagnosis, search strategies, source verification, and continuous mentoring to address the gap between access to digital Islamic literature and students' capacity to use it responsibly.

This program is grounded in digital literacy, information retrieval, and Participatory Action Research (PAR), which engages students in identifying difficulties, practicing search strategies, and reflecting on the results. Hadith Studies students at UIN Imam Bonjol Padang were chosen because their work relies on classical hadith sources, yet a preliminary assessment showed difficulty in finding books and retrieving hadith. The program therefore aims to provide participatory training and mentoring in using Maktabah Syamilah.

Methods

3.1 Partner Profile and Stakeholder Involvement

This program is grounded in digital literacy, information retrieval, and Participatory Action Research (PAR), which engages students in identifying

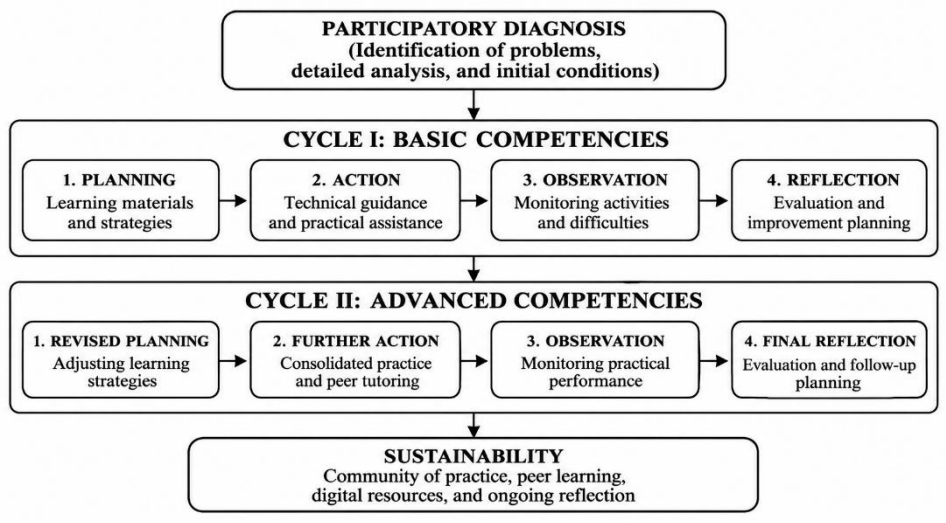
difficulties, practicing search strategies, and reflecting on the results. Hadith Studies students at UIN Imam Bonjol Padang were chosen because their work relies on classical hadith sources, yet a preliminary assessment showed difficulty in finding books and retrieving hadith. The program therefore provides participatory training and mentoring in using Maktabah Syamilah.

3.2 Intervention Design and Implementation

The program was implemented in August 2026 using a Participatory Action Research (PAR) framework of participatory diagnosis, two action cycles, and sustainability planning. The first cycle covered basic Maktabah Syamilah skills, while the second addressed advanced search and verification through case-based exercises and peer tutoring.

3.3 Participatory Action Research Procedures

The PAR implementation began with a participatory diagnosis in which students and the implementing team identified problems and learning needs. The first cycle built basic Maktabah Syamilah skills through guided practice, while the revised second cycle focused on advanced searching and source verification through case-based exercises and peer tutoring. The sustainability stage encouraged continued use through peer assistance.



3.4 Research Instruments and Data Collection

Data were gathered through observations, semi-structured interviews, questionnaires, practical assignments, and documentation. The questionnaire comprised 20 indicators across three competency dimensions (explorative,

verificative, and integrative), rated on a four-point Likert scale. Of 700 expected responses, 674 were valid and analyzed, and the instruments were reviewed by two experts in digital literacy and educational technology.

3.5 Data Analysis

Quantitative data were analyzed descriptively using frequencies, mean scores, and percentage indices, with training effectiveness evaluated separately from initial competency profiles. Qualitative data were analyzed following Miles, Huberman, and Saldaña's framework of data condensation, display, and conclusion drawing, and verified through triangulation and member checking.

3.6 Ethical Considerations

Participation in the program was voluntary, and participants were informed of its objectives, procedures, and the intended use of the information collected during the activities. Their personal information was kept confidential, and their identities were protected when reporting the findings.

3.7 Activity Documentation

The implementation of the program was documented through photographs and activity records covering participatory diagnosis, technical guidance, practical literature-searching exercises, peer tutoring, and reflection activities. Each photograph is accompanied by a caption indicating the activity, location, and date.

Result

1. Profile and Initial Conditions of the Assisted Participants

This community service program involved 35 UIN Imam Bonjol Padang students needing access to digital Islamic literature. After an initial assessment (achievement index = 73.92%, "good") and two Participatory Action Research (PAR) cycles, the post-intervention evaluation (effectiveness index = 83.82%) reflected participants' perceptions rather than measured improvement.(Akbar & Handayani, 2024).

Table 1. Profile and Baseline Competency of Participants

Component	Result
Assisted participants	35 students
Competency indicators	20
Total responses	674
Actual score	1,993

Overall mean	2.96
Achievement index	73.92%
Category	Good

Source: PKM measurement data, 2026.

Participants could perform fundamental tasks in accessing digital Islamic literature, yet their skills were unevenly distributed across the stages of information retrieval. Digital Islamic literacy extends beyond locating information to designing effective search strategies, assessing source credibility, and citing references properly.(Oktavia et al., 2025).

1.1 Digital Islamic Literature Retrieval Competence

Participants showed uneven proficiency in searching Islamic literature through Maktabah Syamilah. They performed best in accessing classical references (76.47%) but were weakest in finding needed books (66.18%), suggesting that they could apply various search techniques but still struggled to identify appropriate books.(Farhan & Pahlevi, 2024).

Participants scored 75.74% on selecting references that match academic needs but 69.85% on comparing multiple references, suggesting stronger recognition of pertinent sources than critical comparison of them. Retrieval competence should therefore be complemented by stronger evaluative abilities.(Makdis et al., 2025).

Table 2. Initial Assessment of Participants' Digital Islamic Literature Searching Competencies

No.	Indicator	Index (%)	Category
1	Ease of locating books	66.18	Good
2	Use of keywords	75.00	Good
3	Speed of obtaining references	70.59	Good
4	Topic-based searching	74.26	Good
5	Searching by scholar/author	75.74	Good
6	Locating hadith based on topics	68.75	Good
7	Understanding search results	68.38	Good
8	Selecting references according to needs	75.74	Good
9	Comparing multiple references	69.85	Good
10	Obtaining classical references	76.47	Good
11	Identifying books according to the field of study	72.79	Good

Source: PKM measurement data, 2026.

1.2 Digital Literacy and the Impact of Training

Participants scored 81.06% on using digital literature and 80.88% on relying less on Google, suggesting they viewed Maktabah Syamilah as a specialized resource for reaching Islamic scholarly literature. This is in line with earlier community service studies reporting that Maktabah Syamilah training can enhance users' capacity to access and use Islamic literature digitally.(Sholeh et al., 2025).

Participants' confidence in using Maktabah Syamilah was only 66.91%, compared with 72.06% for interest in continuing to use it, suggesting that technical skill does not necessarily translate into self-assurance. Ongoing guidance and repeated practice are thus essential to build their autonomy.(Mursyidi et al., 2024).

Table 3. Digital Literacy and Program Impact

No.	Indicator	Index (%)	Category
1	Utilizing digital literature	81.06	Very Good
2	Confidence in using Maktabah Syamilah	66.91	Good
3	Improvement in search quality	80.30	Very Good
4	Reducing dependence on Google	80.88	Very Good
5	Utilizing search results as references	77.94	Good
6	Interest in continuing to use Maktabah Syamilah	72.06	Good

Source: PKM measurement data, 2026.

1.3 Effectiveness and Sustainability of the Program

The sustainability and program effectiveness dimension attained an overall index of 74.89% ("good"), with perceived training effectiveness highest (83.82%) and readiness to teach peers lowest (66.91%). The present study examines how the program was implemented through a Participatory Action Research (PAR) approach.(Jamallius et al., 2026).

The comparatively modest score on willingness to teach peers suggests that the program's sustainability still needs reinforcement. Lasting empowerment should go beyond individual competencies to equipping participants to share what they have learned, in line with the PAR approach.(Akbar & Handayani, 2024).

Table 4. Program Sustainability and Effectiveness

No.	Indicator	Index (%)	Category
1	Readiness to teach peers	66.91	Good
2	Contribution to digital literacy	75.00	Good
3	Overall training effectiveness	83.82	Very Good

Source: PKM measurement data, 2026.

1.4 Achievement by Program Dimension

All four dimensions fell within the "good" category, with digital literacy and training impact scoring highest (76.49%) and evaluation and reference utilization lowest (72.02%). These results suggest that participants' capacity to assess and compare references needs further development.(Mursyidi et al., 2024).

Table 5. Competency Achievement by Dimension

Dimension	Indicators	Combined Index (%)	Category
Search Skills	1–5	72.34	Good
Evaluation and Reference Utilization	6–11	72.02	Good
Digital Literacy and Training Impact	12–17	76.49	Good
Sustainability and Effectiveness	18–20	74.89	Good
Overall	1–20	73.92	Good

Source: PKM measurement data, 2026.

1.5 Achievement through the PAR Process

The Participatory Action Research (PAR) process comprised participatory diagnosis, two action cycles, and sustainability planning. Discussions, observations, and interviews identified difficulties in finding classical books, and the initial questionnaire (73.92%, "good") informed intervention priorities.(Alawy et al., 2025).

Following the diagnosis, Cycle I addressed basic operational difficulties through technical guidance and practical searching exercises. Observations showed a need for more contextual exercises and stronger support in judging references, which shaped Cycle II, where case-based exercises, source verification, and peer tutoring were added. Participants rated training effectiveness at 83.82% ("very good").(Najib et al., 2024).

Table 6. Implementation and Outcomes of the Participatory Action Research Process

PAR Stage	Actual Activities	Observed Findings and Follow-up
Participatory Diagnosis	Identifying students' difficulties through observation, interviews, and questionnaires	Difficulties in locating books, selecting keywords, finding hadith by topic, and understanding search results
Cycle I: Planning	Preparing technical guidance and practical searching exercises	Learning materials focused on basic application operation and literature searching
Cycle I: Action	Practicing application navigation, keyword selection, and searching for books and hadith	Students engaged in direct practice using Maktabah Syamilah
Cycle I: Observation	Monitoring search procedures, keyword use, and interpretation of results	Difficulties in understanding search results and selecting relevant references were identified
Cycle I: Reflection	Reviewing learning difficulties and determining improvements	Learning activities were adjusted to include contextual exercises and further guidance

Source: Community service implementation and evaluation records, 2026.

2. Mapping the Initial Competencies of the Assisted Community

The preliminary mapping used a Participatory Action Research (PAR) approach to identify 35 students' abilities and challenges in retrieving digital Islamic literature via Maktabah Syamilah, yielding a mean of 2.96 and an achievement index of 73.92% ("good") across 20 indicators.(Aqmilannaja et al., 2024).

The results show that participants already had fundamental competencies in using Maktabah Syamilah, although proficiency differed across the dimensions of searching, evaluation, utilization, and sustainability. These starting conditions guided the focus of the training, mentoring, and practical activities.(Arum & Marfianti, 2021).

Table 1. Mapping of Students' Initial Competencies in Utilizing Maktabah Syamilah

Indicator	Achievement Index	Category
Ease of locating books	66.18%	Good
Use of keywords	75.00%	Good
Speed of obtaining references	—	—
Search by topic	74.26%	Good
Search by scholar/author	75.74%	Good
Finding hadith by topic	68.75%	Good
Understanding search results	68.38%	Good
Selecting appropriate references	75.74%	Good
Comparing multiple references	69.85%	Good
Obtaining classical references	76.47%	Good
Identifying relevant books	72.79%	Good
Utilizing digital literature	81.06%	Very Good
Confidence in using Maktabah Syamilah	66.91%	Good
Improvement in search quality	80.30%	Very Good
Reducing dependence on Google	80.88%	Very Good
Utilizing search results as references	77.94%	Good
Sustained interest in using Maktabah Syamilah	72.06%	Good
Readiness to teach peers	66.91%	Good
Improvement in digital Islamic information literacy	—	—
Overall training effectiveness	83.82%	Very Good
Overall achievement	73.92%	Good

Source: Data hasil pengukuran PKM, 2026.

The training was evaluated using 20 competency indicators administered to 35 students. Overall training effectiveness scored highest (83.82%, "very good"), while ease of locating books scored lowest (66.18%). Continued mentoring is needed to strengthen students' use of Maktabah Syamilah.

2.1 Problems in Digital Islamic Literature Retrieval

The competency mapping showed that ease of locating books scored lowest among the retrieval indicators (66.18%), suggesting that participants struggled to find and select suitable books in Maktabah Syamilah efficiently.(Abdullah et al., 2026).

Locating hadith by topic scored 68.75% and comprehending search results 68.38%, suggesting that participants still had room to improve in making sense of search outputs.(Alisa et al., 2023).

Comparing multiple references scored 69.85% and identifying relevant books 72.79%, both "good" but below several technical search indicators, suggesting that evaluating and comparing sources needs further development. (Sholeh et al., 2025).

Earlier studies on Maktabah Syamilah training for Qur'an and Tafsir students likewise reported initial difficulty in finding suitable reference books, which training and hands-on guidance subsequently helped overcome.(Fajar & Munir, 2023).

2.2 Strengths and Potential of the Assisted Community

The mapping also uncovered strengths: using digital literature (81.06%) and relying less on Google (80.88%), both "very good" and indicating a fairly strong inclination toward digital Islamic literature resources.(Farhan & Pahlevi, 2024).

Participants showed competence in using search results as references (77.94%) and retrieving classical references (76.47%), suggesting a workable base for retrieving and using Islamic literature in digital form.(Ardiansyah et al., 2026).

Participants did not enter the program as complete beginners: their existing digital and literature-searching skills provided a foundation for the training and mentoring that followed, in line with the PAR approach.(Nur'aini, 2025).

The data indicate that participants had already acquired fundamental skills that could be strengthened through systematic training and mentoring, rather than beginning the program with no knowledge.(Jaya, 2024).

2.3 Impact of Training and Sustainability of Competencies

Participants rated the training's effectiveness at 83.82%, which falls into the "very good" category. This outcome suggests that they regarded the training as valuable for enhancing their skills in searching for and using digital Islamic literature via Maktabah Syamilah.(Atmi et al., 2022).

Participants' interest in continuing to use Maktabah Syamilah stood at 72.06%, whereas their confidence in using it independently and readiness to teach peers were both 66.91%, suggesting that technical skills have yet to be

matched by confidence and the ability to pass on knowledge.(Irhandayaningsih, 2019).

The results imply that sustainability depends on regular practice and ongoing mentoring. Training materials alone may not be enough to turn newly acquired competencies into independent academic habits. Persistent support is thus essential for building students' confidence and motivating them to use and disseminate their competencies in scholarly settings. (Martoglia et al., 2022)

Table 2. Achievement of the Digital Islamic Literature Search Competency Dimension

Dimension	Achievement Index	Category
Digital literacy and training impact	76.49%	Good
Sustainability and effectiveness	74.89%	Good
Literature search skills	72.34%	Good
Evaluation and utilization of references	72.02%	Good
Overall achievement	73.92%	Good

Source: PKM measurement data, 2026.

Digital literacy and training impact obtained the highest dimension-level score (76.49%), while evaluation and utilization of references had the lowest (72.02%), suggesting that participants were more proficient in using digital resources than in critically assessing and comparing references.

2.4 Findings Based on the Participatory Action Research Cycles

The results were subsequently analyzed using the four stages of PAR: diagnosis, action, observation, and reflection. At the diagnosis stage, challenges emerged in finding books, searching for hadith by topic, and interpreting search results, with scores ranging from 66.18% to 68.75%.(Latifah et al., 2025).

The action stage centered on using keywords, topic-based searching, searching by scholar or author, and retrieving classical references. Scores ranged from 70.59% to 76.47%, suggesting that participants already possessed a foundational search capacity that practical activities and mentoring could reinforce.(Rifqi et al., 2025).

The observation stage, focused on selecting, comparing, and applying references, yielded scores of 69.85% to 77.94%, while the reflection stage yielded 66.91% to 83.82%, showing that participants recognized both their strengths and the areas still needing improvement.(Pratama et al., 2024).

Table 3. Competency Findings Based on the PAR Cycles

PAR Stage	Activity Focus	Achievement Range
Diagnosis	Identification of problems in locating books and hadith and understanding search results	66.18–68.75%
Action	Use of keywords, thematic searches, searches by scholar/author, and retrieval of classical references	70.59–76.47%
Observation	Selection, comparison, and utilization of references	69.85–77.94%
Reflection	Digital literacy, training benefits, interest in continued use, sustainability, and effectiveness	66.91–83.82%

Note: The PAR cycle was implemented through diagnosis, action, observation, and reflection.

The PAR results show that participants actively pinpointed problems, tried out solutions, monitored their own competencies, and reflected on learning. The baseline competency index of 73.92% suggests a solid base for developing more systematic, self-directed skills in retrieving digital Islamic literature.(Pratama et al., 2024).

The key areas needing attention were finding suitable books, interpreting search results, comparing references, building confidence in independent use, and teaching peers. These results provide an empirical basis for ongoing training, mentoring, and peer-based learning under the Litabdimas program.(Mursyidi et al., 2024).

3. Dynamics of the Community Mentoring and Empowerment Process

The mentoring and empowerment of students in the Community Service Program (PKM) was carried out using Participatory Action Research (PAR), in which students actively identified problems, planned, acted, observed, and reflected. The process ran in cycles, with each stage's results informing the next.(Oktavia et al., 2025).

The mentoring program showed how students' varied starting abilities developed into more organized and focused skills in searching digital Islamic literature. These dynamics were grouped into subthemes: identifying the starting point, understanding needs, providing training, monitoring change, reflecting on learning, and sustaining progress.(Fajar & Munir, 2023).

3.1 Identification of Initial Conditions and Needs Diagnosis

The community mentoring program began with a preliminary assessment of students' proficiency in using Maktabah Syamilah across 20 indicators. The overall achievement index was 73.92% ("good"), with the lowest score in locating books (66.18%). These results suggest that the main challenge lay in making full use of the application's features, and they guided the training materials and mentoring methods within the Participatory Action Research (PAR) process.(Oktavia et al., 2025).

3.2 Implementation of Actions and Literature Search Practice

The action stage comprised socialization, technical training, demonstrations, and hands-on practice using Maktabah Syamilah. The training materials were designed in line with the needs identified during the initial assessment. They covered an introduction to Maktabah Syamilah; the use of Arabic keywords; topic-based searching; searches by scholar or author; hadith searching; book identification; and reference comparison.(Wakit et al., 2024).

During the practical sessions, students searched for specific topics and academic assignments by selecting keywords, locating books, searching for hadith, examining results, and choosing suitable references. These exercises let them apply the application's search functions directly and address difficulties as they arose, linking the training materials to their academic needs. Combining explanations, demonstrations, and hands-on practice, the training allowed students to practice the search process under the facilitators' guidance.(Rachmawan & Fahana, 2026).

3.3 Mentoring, Peer Learning, and Strengthening Independence

The mentoring stage offered additional support after students began practicing with Maktabah Syamilah. Facilitators assisted those who struggled with locating books and interpreting search results. Using a learning-by-doing approach, students first attempted search tasks on their own and then received guidance as needed, allowing them to identify errors and revise their search strategies.(Rofiq & Maghfiroh, 2025).

Peer tutoring was integrated into the second Participatory Action Research (PAR) cycle, with three of the 35 students selected as tutors based on their Maktabah Syamilah skills and active participation. After receiving guidance from the facilitators, the tutors helped other students use the application, identify relevant references, and resolve technical issues. They were also encouraged to establish a university-level digital Islamic literacy community to sustain knowledge sharing beyond the formal training.

3.4 Changes in Competency Resulting from Mentoring

Competency assessment results fell into the "good" category across all four dimensions, ranging from 72.02% (evaluation and utilization of references) to 76.49% (digital literacy and training impact). At the indicator level, training effectiveness scored highest (83.82%). These results indicate favorable reported outcomes regarding the training's usefulness and students' engagement with digital Islamic literature. The achievement scores for each competency dimension are presented in Table 1.

Table 1. Student Competency Achievement Based on Mentoring Dimensions

Competency Dimension	Achievement Index	Category
Literature search skills	72.34%	Good
Evaluation and utilization of references	72.02%	Good
Digital literacy and training impact	76.49%	Good
Sustainability and effectiveness	74.89%	Good
Overall achievement	73.92%	Good

Source: Community service program assessment data, 2026.

The digital literacy and training impact dimension obtained the highest index among the four dimensions, reflecting participants' positive assessments of the training's contribution to their academic activities. However, because the evaluation relied on post-intervention responses without comparable pre- and post-intervention measurements, the indices represent self-reported competencies and perceived outcomes, not a statistically established increase in competency.

3.5 Reflection and Identification of Further Needs

Confidence in using Maktabah Syamilah independently and willingness to teach the skills to other students (both 66.91%) were among the lowest-scoring indicators, highlighting ongoing needs in independent application and knowledge sharing. Reflection within the PAR process identified subsequent actions: further searching practice, targeted assistance, peer learning, and integrating Maktabah Syamilah into coursework.(Nurjaman et al., 2025).

3.6 Strengthening Program Sustainability

The sustainability stage encouraged students to use Maktabah Syamilah independently for assignments, research, and hadith searches, and to share their skills with fellow students. However, sustainable use requires more than operating the application: students must also evaluate the reliability

of retrieved information and verify hadith through appropriate primary sources. Continued practice and peer sharing can support the integration of digital Islamic literature into academic activities.(Handriawan et al., 2022). The main stages and reported outputs of the community mentoring and empowerment process are summarized in Table 2.

Table 2. Dynamics of the Mentoring and Community Empowerment Process

Result Subtheme	Main Process	Findings
Identification of Initial Conditions	Communication and mapping of students' experiences	An overview of the community's initial competencies was obtained
Needs Diagnosis	Mapping of 20 competency indicators	An overall achievement of 73.92% was identified, along with several competency gaps
Action	Socialization, training, demonstrations, and practice	Students gained direct experience in using Maktabah Syamilah
Mentoring	Coaching, independent practice, discussion, and peer learning	Students' literature search skills continued to develop
Evaluation	Assessment of 20 indicators	Digital literacy and training impact achieved 76.49%
Reflection	Joint evaluation and identification of shortcomings	Further reinforcement was needed in independence and confidence
Sustainability	Independent use and knowledge sharing	Potential for sustainable competency development among students was established

Note: PAR refers to Participatory Action Research. The table summarizes the program stages and reported outputs; it does not imply that all competency changes were measured through a pre- and post-intervention comparison.

Overall, the mentoring and empowerment process integrated initial assessment, practical training, peer support, reflection, and sustainability planning. The initial assessment revealed weaknesses in book searching, interpreting search results, and independent application use. Within the PAR framework, the program's contribution lies in connecting learning needs with practical activities, reflection, and plans for continued development.

4. Implementation of Actions and Changes in Participants' Competencies

The training and mentoring program was evaluated through a post-intervention assessment of 35 students, yielding an overall achievement index of 73.92% ("good"). Overall training effectiveness scored highest (83.82%). Because the evaluation lacked baseline measurements, these results reflect participants' reported competencies and perceptions rather than the extent of improvement attributable to the intervention.

Tabel 1. Evaluation Results of Competency in Searching Digital Islamic Literature

Competency Indicator	Achievement Index
Ease of finding books	66.18%
Use of keywords	75.00%
Topic-based searching	74.26%
Searching by scholar/author	75.74%
Ease of finding hadith based on topics	68.75%
Understanding search results	68.38%
Selecting references according to needs	75.74%
Comparing multiple references	69.85%
Accessing classical references	76.47%
Identifying books according to the field of study	72.79%
Utilizing digital literature	81.06%
Confidence in using Maktabah Syamilah	66.91%
Reducing dependence on Google	80.88%
Utilizing search results as references	77.94%
Interest in using Maktabah Syamilah	72.06%
Readiness to teach peers	66.91%
Improvement in search quality	80.30%
Training effectiveness	83.82%
Overall Achievement Index	73.92%

Note: Indicators for which no achievement index was available in the processed data were not included to avoid reporting unsupported values.

Comparatively lower scores were observed for ease of locating books (66.18%), confidence in using Maktabah Syamilah (66.91%), readiness to teach peers (66.91%), and comprehension of search results (68.38%). These findings suggest that, although participants had acquired foundational

competencies, aspects of independent searching and information evaluation still required further practice and mentoring.

4.1 Literature Search Skills

Participants showed proficiency in applying several of the search strategies available in Maktabah Syamilah. Achievement was 75.00% for keyword-based searching, 74.26% for topic-based searching, 75.74% for searching by scholar or author, and 76.47% for accessing classical references. In addition, participants attained 75.74% in selecting references according to their academic needs and 77.94% in using search results as references.

Table 2. Achievement of Literature Search Skills

Search Aspect	Achievement Index
Use of keywords	75.00%
Topic-based searching	74.26%
Searching by scholar/author	75.74%
Accessing classical references	76.47%
Selecting references according to needs	75.74%
Utilizing search results as references	77.94%

The strongest result in this dimension was the use of search results as references (77.94%), suggesting that participants were able to relate information retrieved from Maktabah Syamilah to their academic needs. In contrast, comparing multiple references attained only 69.85%, indicating that the capacity to compare and verify information across different sources critically remained underdeveloped. This finding underscores the need to strengthen participants' critical engagement with digital Islamic sources.(Romziana et al., 2022).

4.2 Islamic Digital Literacy

The intervention also brought about changes in how participants used digital Islamic literature. Achievement was 81.06% for the utilization of digital literature, 80.30% for improved search quality, and 80.88% for reduced dependence on Google. These results point to a growing tendency among participants to rely on specialized digital Islamic resources to meet their academic information needs.

Table 3. Achievement of Islamic Digital Literacy

Indicator	Achievement Index
Utilization of digital literature	81.06%
Improvement in search quality	80.30%

Reduction in dependence on Google	80.88%
Contribution to Islamic digital information literacy	—

Note: The symbol "—" indicates that no achievement index was available in the processed data

The results demonstrate that participants increasingly utilized Maktabah Syamilah as a specialized source of digital Islamic literature. The change was reflected not only in the frequency of digital literature use but also in the quality and direction of information search. Participants showed a stronger tendency to seek information through specialized Islamic sources rather than relying primarily on general search engines.

4.3 Impact of Training on Participants' Self-Reliance

The results also indicate the development of participants' self-reliance and intention to continue using Maktabah Syamilah. Interest in continuing to use the application reached 72.06%, while confidence in using Maktabah Syamilah and readiness to teach peers each reached 66.91%. Training effectiveness recorded the highest achievement in this dimension, at 83.82%.

Table 4. Achievement of Self-Reliance and Sustainability

Indicator	Achievement Index
Confidence in using Maktabah Syamilah	66.91%
Interest in continuing to use Maktabah Syamilah	72.06%
Readiness to teach peers	66.91%
Training effectiveness	83.82%

The findings show that participants responded favorably to the training and mentoring activities. Nevertheless, the comparatively low scores for confidence and readiness to teach peers suggest that participants needed further practice before they could become fully independent users and peer facilitators. Sustained mentoring and peer learning are therefore essential for maintaining the competencies developed through the program and transferring them to others.

4.4 Program Dimension Achievement

The overall evaluation was structured around four dimensions: literature search skills, reference evaluation and utilization, digital literacy and training impact, and sustainability and effectiveness. All four dimensions fell within the "good" category.

Tabel 5. Achievement across PKM Program Dimensions

Dimension	Achievement Index	Category
Literature search skills	72.34%	Good
Reference evaluation and utilization	72.02%	Good
Digital literacy and training impact	76.49%	Good
Sustainability and effectiveness	74.89%	Good
Overall	73.92%	Good

Digital literacy and training impact obtained the highest score (76.49%), whereas reference evaluation and utilization recorded the lowest (72.02%). Overall, the achievement index of 73.92% indicates a good level of competency, with lower scores in book identification, interpretation of search results, confidence, and peer teaching indicating areas that require continued practice and mentoring.(Sholeh et al., 2025).

Discussion

The findings highlight the importance of digital Islamic information literacy in using Maktabah Syamilah to search for hadith literature. Digital takhrij should be regarded as a preliminary step in tracing hadith sources, not a replacement for classical verification of sanad, narrator reliability, and matan. The PAR approach and peer tutoring supported collaborative learning, but because the program relied on self-reported data without a control group or pre-intervention measurements, the achievement index of 73.92% reflects participants' reported competencies rather than statistically established improvement.

Conclusion and Suggestion

This community service program aimed to strengthen students' competencies in searching for digital Islamic literature through Maktabah Syamilah training and mentoring at UIN Imam Bonjol Padang. Involving 35 students and three peer tutors, it applied a Participatory Action Research (PAR) approach. The post-intervention assessment yielded an overall achievement index of 73.92% ("good"), with perceived training effectiveness highest (83.82%) and ease of locating books lowest (66.18%). Because no baseline or comparison group was used, these results reflect post-intervention achievement rather than measurable improvement. To sustain the outcomes, hadith courses should integrate Maktabah Syamilah-based assignments, and future evaluations should include pre- and post-intervention assessments.

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