DIMA: Jurnal Pengabdian Masyarakat
Universitas LIA
jurnal.universitaslia.ac.id

Implementation of digital school administration in SMPIT Al-Inayah Bekasi

Andri Purwanto[1*], Mildan Arsdan Fidinillah[1], Maguna Eliastuti[2]

[1]English Education Program, Faculty of Language and Art, Universitas Indraprasta PGRI, Jakarta, Indonesia
[3] Indonesian Education Program, Faculty of Language and Art, Universitas Indraprasta PGRI, Jakarta, Indonesia
*Corresponding author: purwanto.andri.unindra@gmail.com

ABSTRACT

The development of digital classroom administration and e-report systems has become increasingly important to improve teacher productivity and work efficiency. Google Spreadsheet is one of the most widely used cloud-based technologies for storing digital data on Google Drive. The problems in managing digital archives at SMPIT Al-Inayah Bintara, Bekasi Barat include limited understanding of spreadsheet formulas and dashboard design, insufficient teachers' digital skills, and administrative processes that are still paper-based. This community service activity aims to enhance the skills and capacity of teachers and staff at SMPIT Al-Inayah Bintara, Bekasi Barat in managing digital classroom administration and e-report systems using Google Spreadsheet. The methods employed include socialization, training, mentoring, and evaluation involving 15 teachers at SMPIT Al-Inayah Bintara, Bekasi Barat. The evaluation was conducted using pre-tests, post-tests, and participant satisfaction questionnaires. The results showed a significant improvement in participants' competencies after the training, particularly in understanding Google Spreadsheets, creating dashboards, managing academic data, and developing e-report cards, with percentage increases ranging from 49.5% to 67.0%. The results indicate an improvement in participants' understanding of the use of Google Spreadsheet for classroom administration and e-report management. This activity also contributes to strengthening digital infrastructure, training, data security, and data maintenance to support the modernization of digital archive management at SMPIT Al-Inayah Bintara, Bekasi Barat.

Keywords: Google Spreadsheet, dashboard ,digital classroom administration, e-report, digital infrastructure.

ABSTRAK

Pengembangan administrasi kelas digital dan sistem e-report menjadi semakin penting untuk meningkatkan produktivitas guru dan efisiensi kerja. Google Spreadsheet merupakan salah satu teknologi berbasis cloud yang banyak digunakan untuk menyimpan data digital di Google Drive. Permasalahan dalam pengelolaan arsip digital di SMPIT Al-Inayah Bintara, Bekasi Barat meliputi keterbatasan pemahaman tentang rumus spreadsheet dan desain dashboard, rendahnya keterampilan digital guru, serta proses administrasi yang masih berbasis kertas. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan keterampilan dan kapasitas guru serta staf di SMPIT Al-Inayah Bintara, Bekasi Barat dalam mengelola administrasi kelas digital dan sistem e-report menggunakan Google Spreadsheet. Metode yang digunakan meliputi sosialisasi, pelatihan, pendampingan, dan evaluasi yang melibatkan 15 guru di SMPIT Al-Inayah Bintara, Bekasi Barat. Evaluasi dilakukan melalui pre-test, post-test, dan kuesioner kepuasan peserta. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada

kompetensi peserta setelah pelatihan, khususnya dalam pemahaman Google Spreadsheets, pembuatan dashboard, pengelolaan data akademik, dan pengembangan e-report card, dengan persentase peningkatan berkisar antara 49,5% hingga 67,0%. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta dalam penggunaan Google Spreadsheet untuk administrasi kelas dan pengelolaan e-report. Kegiatan ini juga berkontribusi dalam penguatan infrastruktur digital, pelatihan, keamanan data, serta pemeliharaan data guna mendukung modernisasi pengelolaan arsip digital di SMPIT Al-Inayah Bintara, Bekasi Barat.

Kata Kunci: *Google Spreadsheet; dashboard; administrasi kelas digital; e-report; infrastruktur digital.*

INTRODUCTION

The development of information and communication technology has significantly transformed the management of educational administration. In today's educational environment, digital-based administration is no longer merely an alternative but has become an essential requirement to support effective, accurate, and transparent academic management. Teachers are expected not only to carry out learning activities but also to manage student data, assessments, attendance, and reporting systems efficiently through the use of technology. The integration of digital platforms in school administration can simplify data processing, reduce administrative workload, minimize human error, and improve the accessibility of academic information for teachers and school administrators. In addition, the use of cloud-based systems such as online spreadsheets allows academic data to be updated collaboratively and stored more systematically, making the administration process more flexible and sustainable. These conditions indicate that strengthening teachers' digital competencies in educational administration has become increasingly important, particularly in supporting schools' adaptation to the demands of technology-based educational management and improving the overall quality of educational services (Musthofa & Hefniy, 2024; Najmi et al., 2024; Singh & Kisten, 2025).

However, at the practical level, many educational institutions still face challenges in managing classroom administration and reporting learning outcomes (Sauqi et al., 2025). The partner schools involved in this community service activity also experienced similar conditions, particularly in managing student attendance, assessment records, and semester report preparation, which were still conducted

manually or using separate files that were not integrated into a single system. Based on the initial observations and Focus Group Discussions (FGDs), many teachers stored student data in different documents and applications, causing difficulties in data synchronization, delays in report preparation, and a high risk of calculation and input errors. In addition, several teachers had limited experience in utilizing digital platforms for administration, while the available technological infrastructure had not been optimally used to support integrated academic administration. These conditions resulted in administrative work becoming time-consuming and less efficient, especially during the preparation of mid-semester and end-semester report cards. Therefore, the development of a Google Spreadsheet–based classroom administration and e-report card system became highly relevant and urgent to help partner schools create a more structured, efficient, accurate, and sustainable digital administration process.

Teachers require a considerable amount of time to compile grades, prepare learning outcome reports, and adjust formats in accordance with school policies and the applicable curriculum (Puspitasari et al., 2025). This high administrative workload reduces the time available for teachers to design meaningful learning experiences (Norman, 2024). These conditions indicate the need for intervention in the form of mentoring and capacity building to enhance teachers' ability to utilize simple and easily accessible technologies for managing classroom administration and e-report cards (Kirmadi et al., 2025).

Various research findings and previous community service activities indicate that the use of cloud-based technology, particularly Google Workspace, can improve teachers' work efficiency and the quality of learning administration management (Simangunsong et al., 2025). The use of Google Spreadsheets as a medium for administration and assessment has been proven to help teachers automate grade processing, reduce calculation errors, and simplify the recapitulation and reporting of learning outcomes (Rosener, 2024). In addition, online spreadsheet platforms enable collaboration among teachers and provide safer and more structured data storage (Gunawan et al., 2023). However, most previous programs have primarily focused on introducing digital applications or providing short-term technical training without integrating continuous mentoring and the

direct development of administration systems tailored to school needs. In contrast, this community service program emphasizes not only training in the technical use of Google Spreadsheets but also the development of an integrated classroom administration and e-report card system that can be directly implemented by teachers in their daily administrative activities. Another distinctive aspect of this program is the combination of practical workshops, intensive mentoring through online and offline support, and sustainability strategies through digital modules and coordination groups. Therefore, this program contributes not only to improving teachers' digital literacy but also to strengthening the long-term implementation of digital-based school administration systems that are adaptive to the needs of the Merdeka Curriculum.

In line with these findings, Indonesian government policy through the implementation of the Merdeka Curriculum emphasizes the importance of digital transformation in learning management and assessment. This community service program specifically addresses these policy demands by providing teachers with practical skills in managing digital classroom administration and developing Google Spreadsheet–based e-report cards that support data-driven and student-centered learning (Armianti et al., 2024). Through the training and mentoring activities, teachers were guided to digitally manage attendance records, learning assessments, student progress data, and semester reports in a more systematic and efficient manner. The developed system also supports the flexibility required in the Merdeka Curriculum, as teachers can easily adjust assessment components, learning outcomes, and reporting formats according to students' needs and school conditions. In addition, the collaborative and cloud-based features of Google Spreadsheets enable easier access, data updating, and monitoring by teachers and school administrators, which aligns with the policy direction toward adaptive and technology-integrated educational management. Therefore, the program not only supports the implementation of the Merdeka Curriculum conceptually but also provides a practical and applicable solution for schools in carrying out digital-based learning administration and assessment processes (Yel et al., 2023).

Based on the identified problems and empirical foundations, this community service activity offers a solution in the form of training and mentoring on the

development of classroom administration and Google Spreadsheet–based e-report cards (Addini et al., 2025). The use of Google Spreadsheets provides several advantages compared to conventional administration systems and other paid digital applications. One of its main strengths is its accessibility and flexibility, as teachers can access and manage data online in real time using various devices without requiring complex software installation. In addition, the system supports collaborative work, allowing teachers and school administrators to update and monitor student data simultaneously and more efficiently. Compared to manual administration processes, the Google Spreadsheet–based system also reduces data processing errors, accelerates report generation, and simplifies the management of attendance, assessments, and student records through automated formulas and integrated templates. Another important contribution of this system is its cost-effectiveness and ease of adaptation, making it suitable for schools with limited technological infrastructure and varying levels of digital literacy among teachers. Therefore, the developed application not only supports administrative efficiency but also strengthens teachers' digital competencies in implementing technology-based educational management.

The proposed solution includes designing digital classroom administration formats, developing automated e-report card templates using spreadsheet formulas, and providing guidance on the use of collaborative features and data management tools (Wahidin & Efendi, 2025). This approach is considered effective because it is practical, does not require additional costs, and can be easily replicated by teachers according to school needs (Bina et al., 2023). The objective of this community service activity is to enhance teachers' competencies in developing and managing classroom administration and Google Spreadsheet–based e-report cards effectively and efficiently. Through this activity, it is expected that teachers' administrative workloads will be reduced, the accuracy of grade processing will improve, and transparent, integrated, and digitally aligned administrative practices in learning will be realized in accordance with the direction of educational digital transformation policies.

METHOD

The implementation method of this community service activity employed an approach consisting of outreach, training, workshops, and hands-on mentoring. The lecturers' activities included: (1) outreach on the importance of digitizing classroom administration and e-report cards; (2) training and workshops on the development of Google Spreadsheet–based classroom administration and e-report cards; and (3) direct practical mentoring in designing, managing, and implementing digital administration templates. To measure the effectiveness of the program, several success indicators were established, including participants' level of attendance and engagement during activities, improvement in teachers' understanding and practical skills in using Google Spreadsheets, the successful development of digital administration and e-report card products, and participants' satisfaction with the training process. The evaluation approach combined quantitative and qualitative methods through pre-test and post-test assessments, observation sheets, practical assignment evaluations, satisfaction questionnaires, and short interviews with participants. Quantitative data were analyzed descriptively using average scores and percentage improvements, while qualitative data were used to identify participants' responses, challenges, and levels of readiness in implementing digital administration systems. This evaluation approach enabled the service team to assess both the immediate outcomes of the training and the sustainability potential of the program in supporting the digital transformation of school administration.

Table 1. Participants and Program Characteristics

Variable	Description
Location	SMPIT Al-Inayah Bintara, West Bekasi
Participants	15 Teachers
Program Type	Community Service (Training and Mentoring)
Duration	3 days (December 11-13, 2025)
Tools Used	Google Spreadsheet, Google Drive
Methods	Socialization, Training, Mentoring, Evaluation

Table 1 presents an overview of the participants and key characteristics of the program, indicating that the activity was conducted at SMPIT Al-Inayah Bintara, West Bekasi, involving 15 teachers as participants. The program was designed as a community service initiative focusing on training and mentoring, carried out over a three-day period in December 2025. It utilized digital tools such as Google Spreadsheet and Google Drive to support data management and reporting tasks.

The implementation employed a combination of methods, including socialization, training sessions, mentoring, and evaluation, reflecting a structured and practice-oriented approach aimed at improving teachers' digital competencies and administrative efficiency. This school was selected because it has a strong need for digital administration and e-report cards, both for school management purposes and for providing digital services to teachers and students. The activities were conducted in the classrooms of SMPIT Al-Inayah Bintara, while technical guidance was provided through MS Teams and a WhatsApp group.

The stages of the community service activity consist of the pre-activity stage, activity implementation, evaluation, and mentoring. The overall sequence of activities is illustrated in Figure 1.

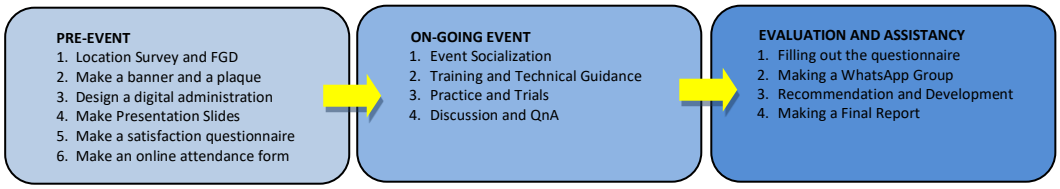

Figure 1. Flowchart of the Stages of the Training Activities for Developing Classroom Administration and E-Report Cards Based on Google Spreadsheets

Table 2. Implement Stages of the Program

Stage	Activities	Output
Pre-Activity	Survey,FGD, module design, instrument preparation	Training materials and templates
Implementation	Socialization, training, practice, discussion	Teacher participation and product development
Evaluation	Questionnaire, observation, interview	Feedback and performance data
Mentoring	WhatsApp group, technical assistance	Sustainability and skill improvement

Table 2 outlines the structured stages of the program implementation, demonstrating a systematic and sequential approach. The pre-activity stage involved preparatory work such as surveys, focus group discussions (FGD), module design, and instrument preparation, resulting in the development of training materials and templates. The implementation stage focused on active engagement through socialization, training, hands-on practice, and discussions, leading to teacher participation and the creation of practical outputs. The evaluation stage utilized questionnaires, observations, and interviews to gather feedback and measure performance outcomes. Finally, the mentoring stage provided ongoing

support through WhatsApp groups and technical assistance, ensuring sustainability and continuous improvement of participants' skills. Overall, the table reflects a comprehensive cycle from preparation to follow-up, emphasizing both immediate results and long-term impact.

The pre-activity stage begins with initial coordination and the implementation of a Focus Group Discussion (FGD) with partners to identify problems, needs, and teachers' readiness in managing classroom administration and e-report cards. At this stage, the activity schedule is arranged, training materials are determined, and modules as well as templates for classroom administration and e-report cards based on Google Spreadsheets are developed. In addition, the service team prepares supporting resources, such as Google accounts, internet access, and evaluation instruments in the form of questionnaires and observation sheets to map participants' baseline understanding and digital competencies. The evaluation instruments were designed based on the objectives of the training program and covered several indicators, including participants' understanding of digital administration systems, ability to use Google Spreadsheets, readiness to develop e-report cards, and confidence in implementing digital-based classroom administration. To ensure the validity of the instruments, the questionnaire and observation indicators were reviewed and adjusted through discussions with the service team and partner schools to ensure their relevance to participants' needs and the expected training outcomes. The collected baseline data was then used as a reference for measuring participants' progress and evaluating the effectiveness of the program implementation.

The implementation stage is conducted in the form of socialization, training, and technical guidance (BIMTEK) on developing classroom administration and e-report cards using Google Spreadsheets. The activities begin with a socialization session on the importance of digitalizing learning administration, followed by training on the introduction of Google Spreadsheet features and hands-on practice in creating classroom administration and automated e-report cards. Participants are actively involved through discussions, question-and-answer sessions, and independent practice with guidance from the team of lecturers and students. At this

stage, participants are guided to produce classroom administration and e-report card products that can be directly used according to the needs of their respective schools.

The evaluation and mentoring stages were conducted systematically to measure the effectiveness of the program and ensure the sustainability of its outcomes. Evaluation data were collected through participant observation, assessment of practical assignments, satisfaction questionnaires using a Likert scale, short interviews, and reviews of the classroom administration and Google Spreadsheet-based e-report card products developed by participants. The collected quantitative data were analyzed descriptively using mean scores to determine participants' satisfaction levels, while qualitative data from interviews and observations were analyzed to identify participants' challenges, responses, and levels of digital adaptation during the training process. The success of the program was measured based on several indicators, including increased participant engagement, successful completion of digital administration products, improvement in teachers' understanding and practical skills, and high levels of participant satisfaction with the training activities. To ensure long-term implementation, follow-up mentoring was carried out continuously through online discussions using WhatsApp groups and periodic offline assistance sessions. This sustainable mentoring process aimed to help teachers overcome technical problems, improve the quality of digital administration formats, and strengthen their independence and consistency in implementing Google Spreadsheet-based classroom administration systems in schools.

RESULT AND DISCUSSION

The result of this study presents the empirical findings of the program, focusing on its effectiveness and impact on participants. To provide a comprehensive evaluation, the results are organized into three main aspects: learning outcomes, participant satisfaction, and observed changes in practice. Table 3 reports the quantitative improvement in participants' knowledge and skills based on pre-test and post-test results. Table 4 summarizes participants' perceptions of the program through satisfaction scores, reflecting the quality of instruction and relevance of activities. Meanwhile, Table 5 highlights the observable changes

before and after the program, demonstrating its practical impact on administrative systems, teacher competencies, and workplace efficiency. Together, these tables offer a holistic view of how the program contributed to both individual learning and institutional development.

Table 3. Pre-test and Post-test Results

Indicator	Pre-test Mean	Post-test Mean	Improvement
Understanding of Google Spreadsheet	55.3	82.7	49.5%
Ability to create dashboard	48.6	80.2	65.0%
Data Management Skill	52.1	85.4	63.9%
E-Report Development	50.0	83.5	67.0%

Table 3 provides a clear quantitative comparison between pre-test and post-test scores, demonstrating the effectiveness of the training program in improving participants' digital competencies. Prior to the intervention, all indicators show relatively moderate baseline scores (ranging from 48.6 to 55.3), suggesting that participants had limited prior knowledge and skills in using digital tools, particularly Google Spreadsheet and its applications. After the training, there is a substantial increase across all indicators, with post-test means ranging from 80.2 to 85.4. This indicates not only knowledge acquisition but also successful skill development.

More specifically, the improvement in "Understanding of Google Spreadsheet" (49.5%) reflects a solid conceptual foundation gained by participants, which is essential for further technical application. The higher gains in practical components such as "Ability to Create Dashboard" (65.0%) and "Data Management Skills" (63.9%) suggest that the hands-on training approach was effective in fostering applied competencies. The most significant increase is observed in "E-report Development" (67.0%), indicating that participants were able to integrate their knowledge and skills into producing functional digital outputs, which is a higher-order learning outcome.

From a pedagogical perspective, these results, align with experiential learning theory, were active engagement and practice lead to deeper understanding and skill mastery. The consistent improvement across all indicators also suggests that the

instructional design combining training, practice, and mentoring was well-aligned with the learning objectives. Therefore, it can be concluded that the program not only enhanced participants' technical proficiency but also contributed to their readiness to implement digital-based administrative systems in their professional context.

Table 4. Participants' Satisfaction Level

Aspect	Score (Mean)	Category
Training Material	4.5/5	Very Good
Instructor Delivery	4.6/5	Very Good
Practical Activities	4.7/5	Excellent
Usefulness of Program	4.8/5	Excellent
Overall Satisfaction	4.7/5	Excellent

The high satisfaction scores presented in Table 4 indicate not only positive participant perceptions but also reflect the effectiveness of the training design and implementation in addressing teachers' practical needs. The highest scores obtained in the aspects of program usefulness and practical activities suggest that participants placed greater value on hands-on experiences that could be directly applied to their daily administrative tasks. This finding implies that practice-based training methods were more effective in enhancing teachers' digital competencies compared to theoretical explanations alone. In addition, the strong evaluation of instructor delivery demonstrates the important role of facilitators in supporting participant engagement and understanding, particularly for teachers with varying levels of digital literacy. However, despite the overall excellent ratings, the slightly lower score for training materials compared to other aspects may indicate the need for more adaptive or differentiated materials to accommodate participants with different technological backgrounds and learning speeds. Therefore, future programs should focus not only on maintaining practical learning approaches but also on improving the accessibility and flexibility of training materials to maximize learning outcomes for all participants.

From an academic perspective, these findings suggest a strong alignment between instructional design, delivery methods, and participant needs. High satisfaction in practical components also supports the effectiveness of experiential learning approaches, where active engagement enhances both understanding and perceived value. Overall, the table indicates that the program was not only effective

in terms of learning outcomes but also positively received by participants, which is crucial for sustainability and future implementation.

Table 5. Observed Outcomes of the Program

Aspect	Before Program	After Program
Administrative System	Manual/Paper-based	Digital and Integrated
Teacher Skills	Limited	Improved significantly
Data Accuracy	Error-prone	More accurate
Work Efficiency	Low	High
Collaboration	Limited	Real-time collaboration

Table 5 presents a comparative analysis of the program's observed outcomes by contrasting conditions before and after the intervention, clearly illustrating substantial improvements across all aspects. Prior to the program, the administrative system was characterized as manual and paper-based, which typically limits accessibility, slows down processes, and increases the risk of data loss. After the program, it transformed into a digital and integrated system, indicating successful adoption of technology that enables more efficient data handling, storage, and retrieval.

In terms of teacher skills, participants initially demonstrated limited digital competence. Following the training and mentoring, their skills improved significantly, suggesting that the program effectively enhanced both technical knowledge and practical ability. This improvement is closely linked to the change in data accuracy, which shifted from being error-prone to more accurate. This indicates that digital tools and better-trained users contributed to minimizing human error and improving the reliability of information.

Furthermore, work efficiency showed a notable transition from low to high. This reflects time-saving processes, streamlined workflows, and reduced redundancy due to the use of digital systems. Lastly, collaboration evolved from being limited to enabling real-time collaboration, which is a key advantage of cloud-based tools such as shared spreadsheets and online platforms. This shift allows multiple users to work simultaneously, improving coordination and productivity.

From an academic and practical perspective, the table demonstrates that the program not only improved individual competencies but also brought about

systemic changes in how administrative tasks are managed. The transformation across these aspects indicates a successful intervention with sustainable impact, particularly in promoting digitalization, efficiency, and collaborative work culture in the educational setting.

The implementation of this community service program is carried out through three main stages: the pre-activity stage, the implementation stage, and the monitoring and evaluation stage. Each stage must be carefully prepared to ensure the success of the program on developing Google Spreadsheet–based classroom administration for teachers at SMPIT Al-Inayah Bintara, Bekasi.

1. Pre-Event Stage

a. Preparation Process

The pre-activity stage began with a visit to the partner's location to explain the aims and objectives of this program. After the partner agreed and scheduled the activity to be conducted over three days, on December 11, 12, and 13, 2025, the lecturers and teaching staff collaboratively designed Google Spreadsheet–based digital administration by providing scanned report cards, classroom administration books, student data, and teacher data. Subsequently, the lecturer team developed the system based on the information provided.

b. Achieved Outcomes

The digital administration and e-report card application was successfully piloted at the school with teachers involved as application users. This was demonstrated by the teachers' ability to effectively use the digital administration system and print e-report cards properly. The use of digital administration proved to be highly effective and efficient for implementation in the school. The handover of this digital application is expected to support the school in becoming a technology-based flagship school grounded in information technology.

2. Implementation Stage

The main activities of this community service program were conducted over three days. On the first day, a face-to-face socialization session was held at the school. On the second day, online training and mentoring on the use of digital administration and e-report cards were provided for teachers. On the third day, the

program was concluded with a closing session, including the presentation of a plaque from the head of the Unindra community service team to the principal of SMPIT Al-Inayah.

Table 6. Community Services Schedule

Time	Activity
Wednesday, 10 December 2025	Socializing ABDIMAS UNINDRA
Thursday, 11 December 2025	Practice and Technical Guidance
Friday, 12 December 2025	Documentation and Plaque Awarding

The implementation of the activities began with a socialization session for the community service program conducted by Universitas Indraprasta PGRI in collaboration with its partner, SMPIT Al-Inayah. This session highlighted the importance of utilizing information and communication technology in the field of education. The lecturer team explained several features of Google Drive that can be used to support teaching and learning activities in schools, particularly Google Spreadsheets.

The implementation of the online training program conducted by the Unindra lecturer team had a positive impact on improving the effectiveness and efficiency of school administration management. The developed digital administration and e-report card system enabled teachers to manage student attendance, academic records, daily assessments, and semester report generation in a more organized, accurate, and time-efficient manner. The integration of features such as dashboards, databases, student biodata, and automated report printing helped reduce manual administrative work and minimized data processing errors. In addition, the use of the system increased teachers' confidence and competencies in utilizing digital technology for classroom administration and academic reporting. Based on participants' feedback during the training and mentoring sessions, the application was considered helpful in simplifying administrative tasks and supporting the transition from conventional administration to a more integrated digital-based system in schools. The following are the displays and functions of each component of the developed digital administration and e-report card system:

A. Dashboard Menu

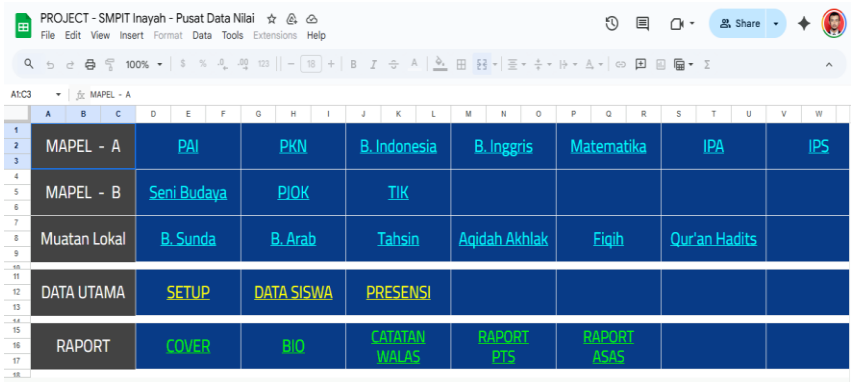

Figure 2. The appearance of dashboard menu

The e-report administration dashboard serves as the central control panel for teachers to manage the entire process of learning administration and assessment in an integrated manner. Through this dashboard, teachers can access student data, subjects, attendance, score processing, and e-report reports within a single, well-structured, and user-friendly interface.

B. Setting

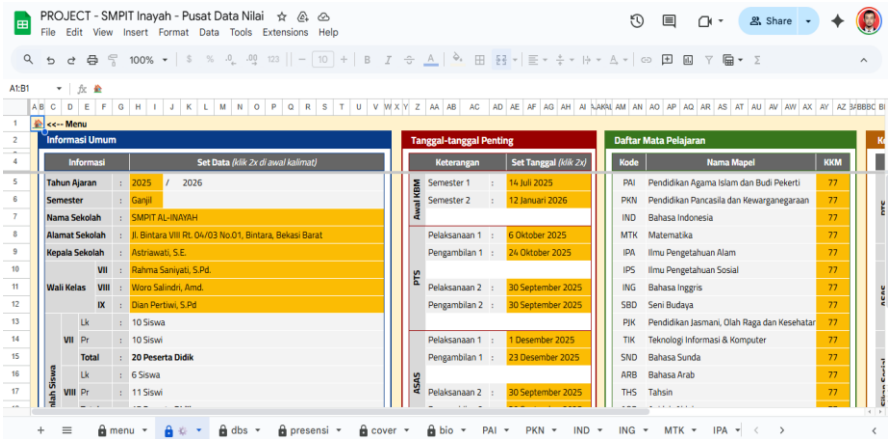

Figure 3. The appearance of setting

The settings in Google Spreadsheets serve as the main foundation for managing e-report card administration, as they contain essential information such as school details, academic year, semester, homeroom teacher identity, number of students, list of subjects, and assessment schedule. Through this menu setting, teachers can adjust all administrative and assessment components to align with school policies and the applicable curriculum, ensuring that the score processing runs consistently and in a structured manner. In addition, setting important dates for each type of assessment helps teachers manage the timing of implementation and

the reporting of learning outcomes systematically. With centralized and integrated settings, the spreadsheet can be used sustainably, easily updated, and helps minimize data entry errors during the processing and reporting stages of the e-report books.

C. Data base

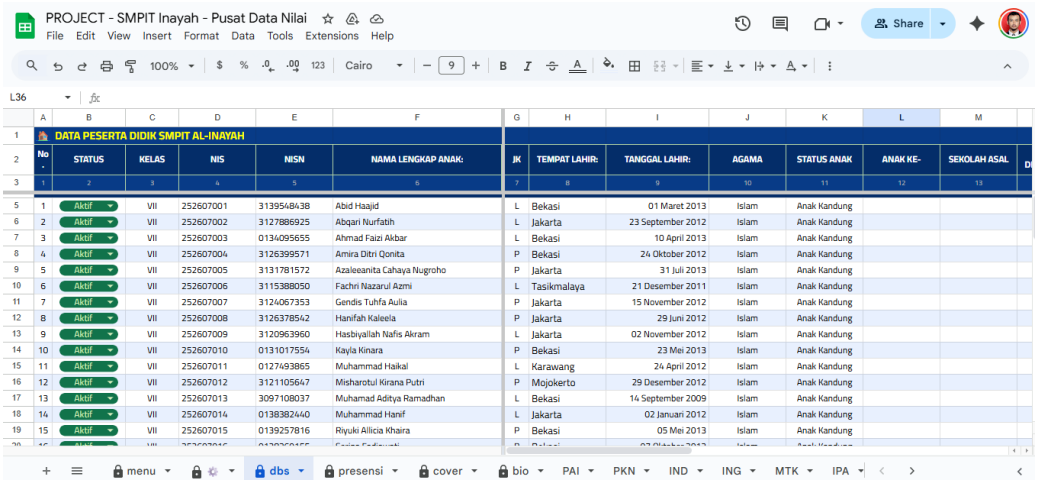

Figure 4. The appearance of data base

The database in Google Spreadsheets functions as a centralized repository for student data that is well-structured and neatly documented, including student identities, classes, status, and previous schools. This data serves as the primary source connected to attendance sheets, assessment records, and e-report cards, thereby avoiding repetitive data entry and minimizing administrative errors. In addition, the use of a database enables teachers to update, search, and analyze student data quickly and accurately.

D. Attendance

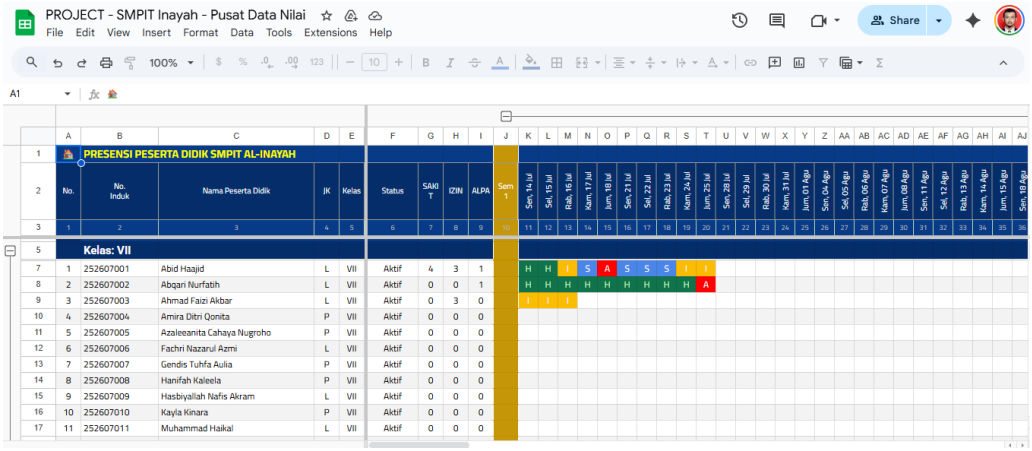

Figure 5. The appearance of students' attendance

Attendance data in Google Spreadsheets functions to record and monitor student attendance systematically, accurately, and in a well-documented manner at each meeting. In addition, this attendance data can be used as material for evaluating student discipline and as supporting evidence in attitude assessment and the reporting of learning outcomes.

E. Cover and Biography of the students

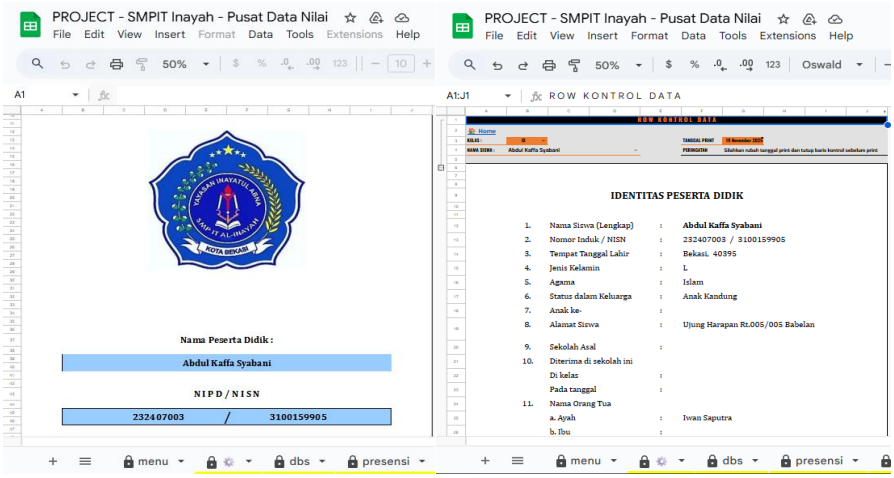

Figure 6. The appearance of Cover and Biography

The design of the cover and biodata display in the e-report card functions to present the identity of the school and students in a formal, neat, and informative manner, thereby supporting professionalism and clarity of information in the learning outcome reports.

F. Daily Scores

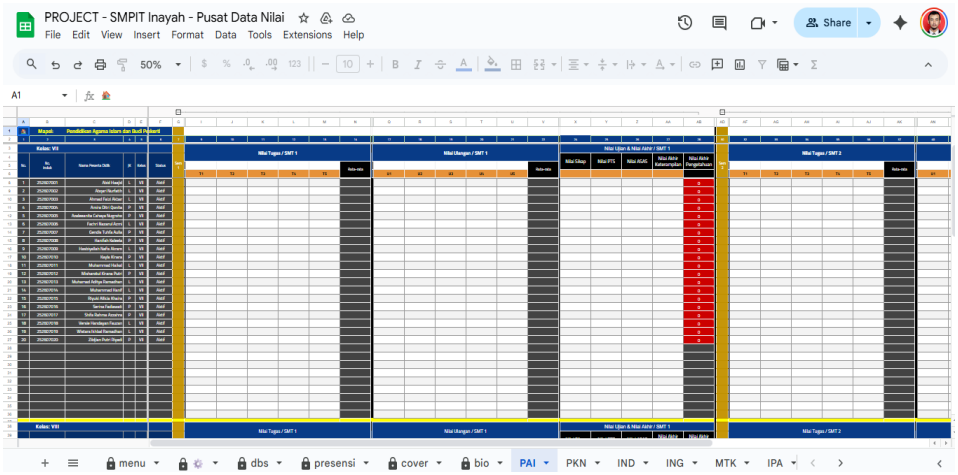

Figure 7. The appearance of daily scores

Students' daily scores are recorded in the spreadsheet, allowing learning monitoring and evaluation to be tracked on a weekly basis.

G. Students' Record

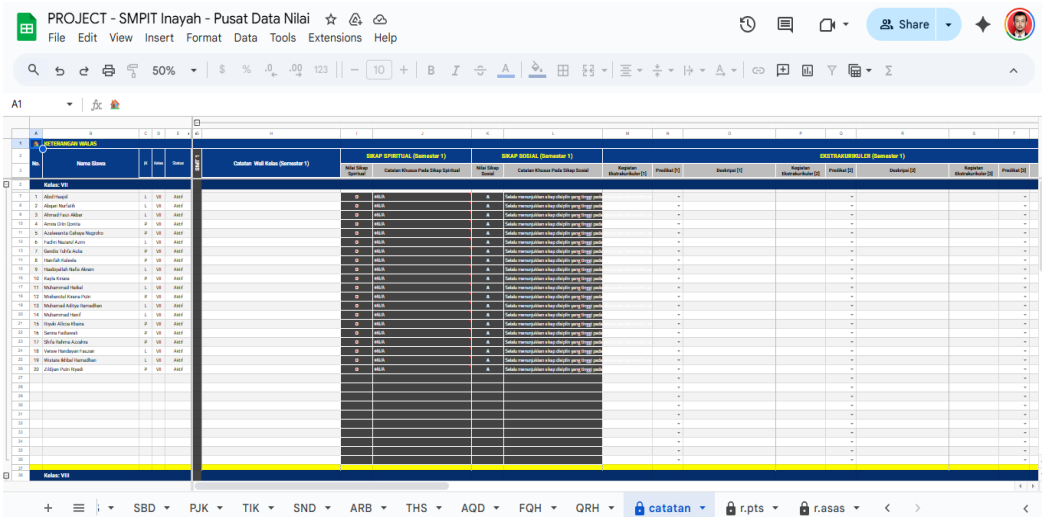

Figure 8. The appearance of Students' Record

Student development notes are also provided in the spreadsheet, enabling teachers to make decisions and considerations regarding students' behaviours during their time at school.

H. Mid-term and Final-term Report

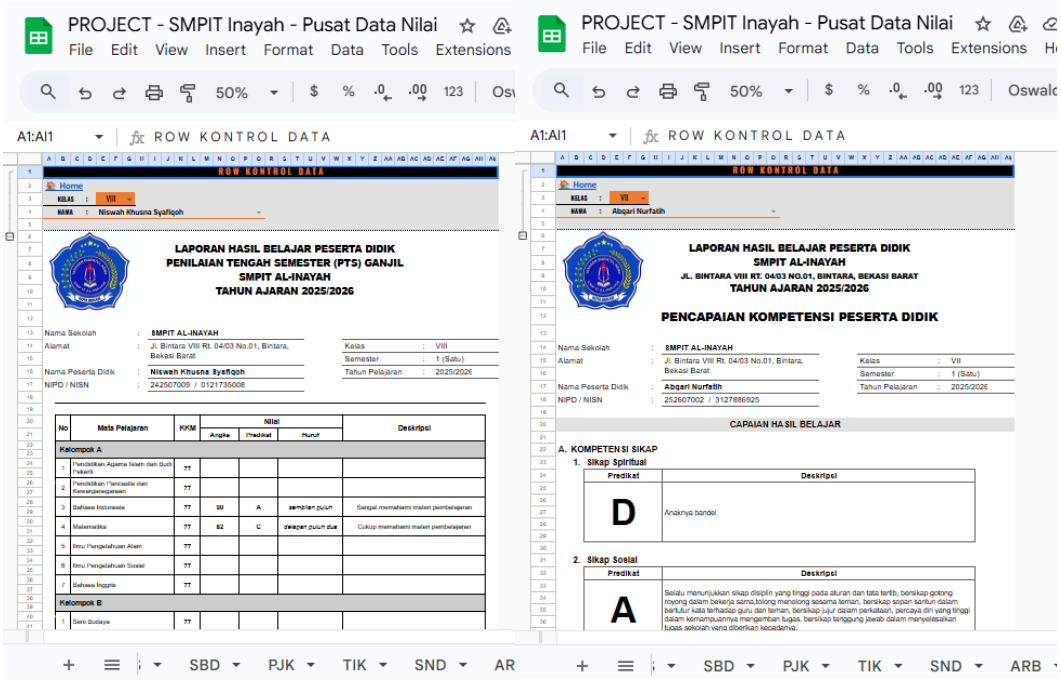

Figure 9. The appearance of Mid-term and Final-term Report

The Unindra lecturer team presented material on the utilization of digital technology, particularly Google Spreadsheets, in developing teacher administration and student learning outcome reports in an efficient and integrated manner, thereby

reducing paper usage and enhancing teachers' work effectiveness. Through a centralized application, classroom administrative needs can be managed more systematically, accurately, and with easier access, while also supporting compliance with standards and providing added value in the school accreditation process. In addition, the e-report card system enables data to be stored and updated in real time due to its connection to the internet, thereby minimizing recording errors, increasing transparency, and facilitating the monitoring of students' learning progress by teachers and school administrators.

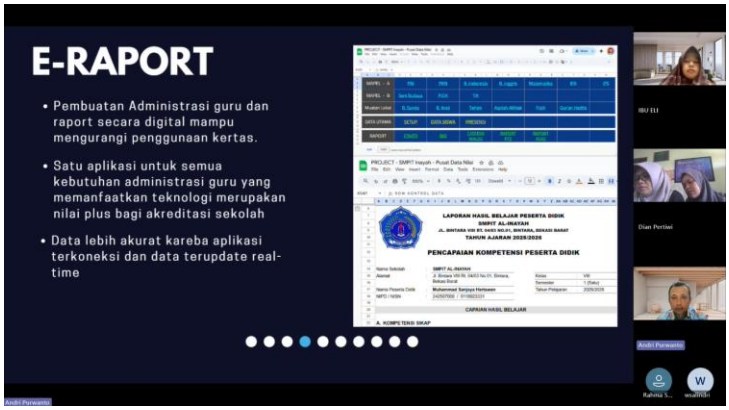

Figure 10. Training and Technical Guidance

On the third day, a cordial gathering was held along with the presentation of a plaque by the head of the Unindra community service implementation team to the principal of SMPIT Al-Inayah Bintara, Bekasi. Documentation of the plaque presentation is shown in Picture 2.3 below.

Figure 11. The consignment of palque

The community service program entitled Training on the Development of Classroom Administration and E-Report Cards Based on Google Spreadsheets for Teachers of SMPIT Al-Inayah was officially concluded with the symbolic

presentation of souvenirs and the expression of appreciation to all participants and the school for their active participation and excellent cooperation throughout the program. This closing session reaffirmed a shared commitment to implementing digital-based classroom administration and e-report cards as an effort to enhance transparency in academic data management, improve teachers' work efficiency, and support the improvement of school quality and accreditation. It is expected that the skills acquired will be applied sustainably in teaching practices and school administration, thereby generating a positive impact on educational governance at SMPIT Al-Inayah.

3. Monitoring and Evaluation Stage

Monitoring and evaluation of the community service program themed *Training on the Development of Classroom Administration and E-Report Cards for Teachers of SMPIT Al-Inayah* were carried out continuously through online and offline mentoring, monitoring of the grade input process in Google Spreadsheets, and active communication via discussion groups to identify technical obstacles encountered by teachers. The evaluation focused on reviewing the achievement of program objectives, the level of teacher participation and independence in managing classroom administration and e-report cards, as well as the accuracy and neatness of the resulting data. The results of the monitoring and evaluation indicate that teachers have become increasingly skilled in utilizing digital technology for learning administration; therefore, the program is considered effective in improving transparency, academic data accuracy, and the school's readiness to support quality improvement and school accreditation.

Figure. 12. Intensive Mentoring Activities through the WhatsApp Group

4. Challenges Encountered

One of the main obstacles encountered during the implementation of the program was the varying levels of digital literacy among teachers, which affected the pace and effectiveness of the training activities. Some participants were not yet familiar with digital administration systems, particularly in using Google Spreadsheets for academic data management and developing e-report cards. As a result, intensive mentoring and continuous assistance through WhatsApp groups were required to help teachers adapt to the new system. In addition, several teachers experienced difficulties in mastering supporting digital applications such as Canva for designing instructional presentations, classroom posters, and learning materials, as well as video editing applications for creating educational content to be uploaded to YouTube. Infrastructure readiness also became a challenge, especially related to internet stability and limited access to adequate digital devices during practice sessions. These findings indicate that the sustainability of the program requires continuous training, gradual skill development, and stronger institutional support to ensure the long-term implementation of digital-based learning and administration systems in schools.

As solutions to these challenges, teachers watched materials related to the use of Canva available on YouTube and followed explanations on the use of the e-report card system for creating online quizzes, assignments, and examinations. For the long-term program, a talent management system is planned for teachers who are creative and innovative in utilizing digital administration and e-report cards, enabling them to guide and motivate teachers who still require assistance in using digital administration and e-report report systems.

CONCLUSION

This community service program successfully improved teachers' competencies in managing digital classroom administration and developing Google Spreadsheet-based e-report cards. The results of the pre-test and post-test evaluations showed a significant increase in participants' understanding and practical skills related to the use of Google Spreadsheets and e-learning systems. In addition, participants' satisfaction data indicated that the training materials,

mentoring process, and hands-on practice activities effectively supported teachers in implementing digital-based administration in their schools. The program also helped teachers become more confident in utilizing technology to improve the efficiency and accuracy of academic administration. These findings demonstrate that the collaboration between higher education institutions and schools can provide a direct and measurable impact on improving teachers' digital competencies and supporting the implementation of technology-based education in preparation for the demands of Society 5.0.

Based on the evaluation results, continuous mentoring and advanced training are recommended to strengthen teachers' ability in managing Google Spreadsheet-based administration systems, particularly in data processing, report generation, and integration with the school's e-learning platform. The evaluation also revealed several challenges, including limited digital literacy among some teachers and inconsistent use of digital tools during the program. Therefore, intensive teacher training should be conducted at least three times each semester, focusing on practical activities and hands-on assistance tailored to participants' needs. In addition, schools are encouraged to improve digital infrastructure, such as internet connectivity and access to supporting devices, to ensure the effective implementation of digital learning and administration systems. The development of digital training modules uploaded to the school's e-learning platform, along with the use of WhatsApp groups for regular coordination and discussion, is also recommended to support sustainable communication, continuous learning, and the optimization of Google Spreadsheets and e-learning systems for school development.

REFERENCES

Addini, P. F., Swantika, I., Sitompul, K. L., Nurfadilah, A., & Sitinjak, S. A. (2025). EFISIENSI ADMINISTRASI SEKOLAH MENEGAH KEJURUAN. *Communnity Development Journal*, *6*(3), 4969–4972.

Armianti, R., Yunita, S., Dharma, S., Negeri, U., Pancasila, P., & Pancasila, P. P. (2024). Integrasi Teknologi Digital dalam Pembelajaran Pendidikan Pancasila untuk Penguatan Profil Pelajar Pancasila. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, *4*(2), 782–792. https://doi.org/10.47709/educendikia.v4i02.

Bina, N. S., Ramadhani, R., & Sari, I. P. (2023). Implementasi Google Spreadsheet dalam Pengelolaan Matematika Keuangan bagi Paguyuban SD Swasta Darul Ilmi Murni. *Reswara: Jurnal Pengabdian Kepada Masyarakat*, *4*(741–752). https://doi.org/10.46576/rjpkm.v4i1.2600

Gunawan, D., Ramdhani, M. M., Edi, & Azizi, D. (2023). Workshop Pembuatan Rapor Secara Otomatis dengan Google Workspace di SMK IDN Boarding School Jonggol. *Jurnal Pengabdian Nasional (JPN) Indonesia*, *4*(2), 347–355. https://doi.org/10.35870/jpni.v4i2.209

Ihsan, L. N., Melati, P., & Jumatiah, S. (2025). Perkembangan aplikasi spreadsheet dan pengaruhnya terhadap inovasi pembelajaran berbasis teknologi di dunia pendidikan. *Jurnal Macado Education*, *11*(1), 29–34. https://ojs.umada.ac.id/index.php/jme/article/download/1464/936/5374

Kirmadi, Y., Iskandar, Y., Subandi, I., & Finorita, E. T. (2025). Implementasi E-Raport Dalam Mengelola Penilaian Sumatif Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pengabdian Masyarakat: Pemberdayaan, Inovasi Dan Perubahan*, *5*(5). https://doi.org/10.59818/jpm.v5i5.2181

Musthofa, M. D., & Hefniy. (2024). THE ROLE OF INFORMATION TECHNOLOGY IN IMPROVING THE QUALITY OF COMMUNICATION IN. *Proceeding of 2nd International Conference on Education, Society and Humanity*, *02*(02), 744–755. https://ejournal.unuja.ac.id/index.php/icesh/article/view/10029

Najmi, M., Sinaga, A., Kuswandi, D., & Fadhli, M. (2024). The role of mobile learning in improving 21st-century teacher competencies : A systematic literature review. *Jurnal Inovasi Teknologi Pendidikan*, *11*(2), 219–231. https://doi.org/10.21831/jitp.v11i2.69214

Norman, E. (2024). EXPLORING TEACHER WORKLOAD CHALLENGES IN THE MERDEKA CURRICULUM ERA : A NASA-TLX-BASED ANALYSIS OF ADMINISTRATIVE TASK IMPACT ON PERFORMANCE AND WELL-BEING. *Proceeding of 2nd International Conference on Education, Society and Humanity*, *02*(02), 827–835. https://ejournal.unuja.ac.id/index.php/icesh/article/download/10110/3840

Puspitasari, W. D., Febrinita, F., Yuana, H., Primasari, Y., Mawaddah, U., Islam, U., & Blitar, B. (2025). Peningkatan Kompetensi Guru dalam Pengelolaan Administrasi Sekolah melalui Pelatihan Microsoft Excel. *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat*, *6*(1), 288–299. https://doi.org/10.53624/Kontribusi.v6i1.806

Rosener, W. J. (2024). Comparative Analysis of Google Sheets and Microsoft Excel : A Discussion Case in Spreadsheet Software. *Journal of Cases on Information Technology*, *26*(1), 1–21. https://doi.org/10.4018/JCIT.351672

Sauqi, A., Mulya, A., Harsono, B., & Suryansyah, A. (2025). INOVASI GOOGLE SHEET SEBAGAI WEBSITE INFORMASI SEKOLAH GOOGLE SHEETS INNOVATION AS A SCHOOL INFORMATION WEBSITE. *Jurnal Intelek Dan Cendikiawan Nusantara*, *2*(6), 11635–11644. https://jicnusantara.com/index.php/jicn/issue/view/37

Simangunsong, A., Sijabat, P. I., Barus, E. B., Lumban, F. B., Ritonga, C. L., Informatika, T., Digital, B., Drive, G., Forms, G., Workspace, G., & Digital, K. (2025). Pelatihan Penggunaan Google Workspace untuk Meningkatkan Kompetensi Digital Guru di SMA Dharma Bakti Lubuk Pakam. *Jurnal Pengabdian Masyarakat IPTEK*, *5*(2), 168–173. https://doi.org/10.53513/abdi.v5i2.11544

Singh, D., & Kisten, S. (2025). Technology Enhanced Teaching and Professional Staff Development : Minding the Ethical Gap. *Journal of Ethics in Higher Education*, *1*, 97–133. https://doi.org/10.26034/fr.jehe.2025.8336

Wahidin, & Efendi, A. (2025). PENDAMPINGAN GURU DALAM PENGELOLAAN JURNAL CEMERLANG : Pengabdian pada Masyarakat. *JURNAL CEMERLANG : Pengabdian Pada Masyarakat*, *8*(1), 35–44. https://doi.org/10.31540/jpm.v8i1.3853

Yel, M. B., Mulyana, D. I., & Adhipramana, F. (2023). Implementasi Aplikasi Learning Management System and Student Attendance pada IDN Academy Berbasis Web. *Jurnal Pengabdian Nasional (JPN) Indonesia*, *4*(2), 284–293. https://doi.org/0.35870/jpni.v4i2.194