



Optimizing the administration management of educational institutions through the Google Drive platform at the Center for Al-Quran Science Education

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Abstract : In the digital era, information technology has become an integral part of education, including administrative management. The Center for Qur'anic Science Education (PPIQ) faces administrative challenges such as disorganized documentation and limited data access. This study aims to optimize PPIQ administration using Google Drive, using a qualitative case study method through observation, interviews, and document analysis. The implementation of Google Drive is expected to improve the efficiency, effectiveness, transparency, and accountability of administrative management. The community service program by postgraduate students at Nurul Jadid University included technical training and change management. The results showed that Google Drive was effective in managing archives, documentation, and reports, with easy data access and better staff coordination. The implementation stages, which included planning, training, implementation, and monitoring and evaluation, ensured successful technology adoption. The evaluation showed increased administrative efficiency and effectiveness at PPIQ, as well as greater contributions to Qur'anic science education. This study serves as a model for other educational institutions, emphasizing the importance of technology and management collaboration in achieving better educational goals.

Keywords : Information Technology; Center for Qur'anic Science Education; Digital Era.

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INTRODUCTION

In the ever-developing digital era, information technology has become an integral part of various aspects of life, including in the field of education (Silalahi 2024). Administrative management of educational institutions is a very important aspect to support an effective and efficient learning process (Kurnia et al. 2023). The Center for Quranic Education, as an institution committed to disseminating Quranic knowledge and values, also needs to adopt technology to improve the quality of its administrative management. One solution that can be implemented is the use of the Google Drive platform. Google Drive is a cloud-based storage service that allows users to store, share, and manage various types of files online. With its various features, Google Drive can be an effective tool to support administrative management in educational institutions (Fira, Ibrahim, and N. Elyas 2023).

The Center for Quranic Education (PPIQ) is an institution focused on the education and teaching of Quranic knowledge. This institution faces administrative challenges common to many non-profit educational institutions, such as disorganized documentation, limited data access, and low operational efficiency (Cheng & Kim, 2018; Chuang & Heim, 2019). Suboptimal administrative management can hamper the institution's overall performance and reduce the effectiveness of its educational programs (Essuman et al., 2020). Therefore, an appropriate solution is needed to address these issues.

Google Drive, as a cloud-based data storage and management platform, offers various features that can help overcome administrative challenges (Sahren et al. 2023). Google Drive's advantages include easy data access from multiple devices, real-time collaboration, secure data storage, and the ability to integrate with other applications in the Google ecosystem, such as Google Docs, Google Sheets, and Google Forms (Adelia et al., 2021; Nuriani 2022). These features enable more efficient and effective administrative management, as well as support transparency and accountability in data management in educational institutions (Jalinur and Yudisman 2023).

The implementation of Google Drive at PPIQ is expected to optimize various administrative aspects, such as archive management, activity documentation, and report preparation (Kurniawan et al. 2023). Using Google Drive, important documents such as attendance lists, activity schedules, financial reports, and teaching materials can be well-organized and easily accessible to all authorized staff. Furthermore, the ability to work collaboratively will facilitate coordination between staff, reduce errors due to ineffective communication, and expedite the completion of administrative tasks (Bakri, Hartoto, and Astuti 2020).

This community service program will not only provide technical training on using Google Drive but will also cover aspects of change management to ensure successful technology adoption at PPIQ. This training will involve all administrative and teaching staff,

and will provide support during the transition period to ensure all administrative procedures run smoothly with the new system.

Thus, optimizing administrative management through Google Drive at PPIQ is not only about adopting technology, but also about improving overall institutional capacity. It is hoped that through this program, PPIQ can manage administration more efficiently, improve operational performance, and ultimately, make a greater contribution to Quranic education. This service will serve as a model for other educational institutions facing similar challenges and demonstrate the importance of collaboration between technology and management in achieving better educational goals.

METHOD

This community service program employed a participatory mentoring approach to optimize administrative management through the utilization of Google Drive at the Center for Qur'anic Science Education. The program was designed based on the administrative needs and technological readiness of the partner institution, with administrative staff and teachers involved as the primary participants. The implementation consisted of four main stages: initial assessment, training and technical assistance, practical implementation, and evaluation and follow-up.

The first stage was an initial assessment conducted through direct observation, discussions, and identification of existing administrative practices. This stage aimed to identify the main problems encountered by the institution, particularly in relation to document storage, organization, accessibility, sharing, and administrative data management. The assessment also examined participants' initial familiarity with digital document management and Google Drive. The findings from this stage were used to determine the training materials and mentoring strategies according to the specific needs of the institution.

The second stage involved training and technical assistance on the use of Google Drive for administrative management. Participants were introduced to the basic functions of Google Drive, including creating and organizing folders, uploading and categorizing documents, applying systematic file-naming procedures, sharing documents, managing access permissions, and utilizing collaborative editing features. The training was conducted through demonstrations, guided practice, and interactive discussions to ensure that participants understood both the technical procedures and their relevance to daily administrative activities.

The third stage focused on practical implementation. Participants directly applied the skills acquired during the training by developing a structured digital filing system for institutional administrative documents. They were guided to organize documents according to relevant administrative categories and to establish standardized procedures for storing, accessing, sharing, and managing digital files. Facilitators provided direct assistance during the implementation process and identified technical or organizational

difficulties encountered by participants. This stage was intended to ensure that the training resulted in an applicable administrative system rather than merely increasing participants' theoretical knowledge of Google Drive.

The final stage consisted of evaluation and follow-up mentoring. Program effectiveness was evaluated by assessing participants' ability to independently perform administrative tasks using Google Drive and by comparing their competencies before and after the training. Evaluation indicators included the ability to create and organize digital folders, upload and retrieve documents, manage file-sharing permissions, apply systematic document organization, and utilize collaborative features. Participant responses and observations during implementation were also used to identify challenges and areas requiring further assistance. Follow-up mentoring was subsequently provided to support the consistent application of the digital administrative system and to encourage its sustainable integration into the institution's routine administrative practices.

The data obtained throughout the program were analyzed descriptively by comparing the participants' initial conditions, implementation performance, and post-training competencies. The results were used to assess changes in participants' administrative and digital management capabilities and to identify the contribution of Google Drive to improving the accessibility, organization, efficiency, and collaboration of administrative document management. This approach ensured that the community service program focused not only on technology transfer but also on strengthening the institutional capacity of the partner to manage educational administration more systematically and sustainably.

RESULT AND DISCUSSION

This Community Service Program (PKM) activity is conducted by postgraduate students at Nurul Jadid University. This community service program not only demonstrates the students' responsibility to fulfill the annual Tri Dharma of Higher Education, but also aims to broaden their knowledge and skills. The stages of the Community Service Program (PKM) are as follows:

1. Planning

Planning is a crucial initial stage in the process of optimizing administrative management through the Google Drive platform at the Center for Quranic Education (PPIQ). This planning stage involves not only identifying needs and objectives, but also designing an effective implementation strategy to ensure the success and sustainability of this program. The following is a description of the more operational and technical implementation of the planning stages in this implementation: a) Identifying Needs and Objectives, the first step in planning is to clearly identify the needs and objectives of optimizing administrative management using Google Drive at PPIQ. This identification process involves various related parties, including PPIQ management, administrative

staff, and possibly also external parties such as consultants or IT experts. b) Resource Gathering: Once the needs and objectives have been identified, the next step is to gather the necessary resources to support the implementation of administrative optimization using Google Drive. c) The implementation plan is a detailed guideline document outlining the steps to be taken to implement Google Drive in PPIQ. This plan includes a timeline, tasks to be completed, and the responsibilities of each team member.



Figure 1: Socialization of the Google Drive Training Program with the Deputy Director

Figure 1 illustrates the initial stage of the Google Drive training program, marked by the socialization and coordination of the planned activities with the Deputy Director of the Center for Qur'anic Science Education. This stage served to establish institutional support and ensure that the training objectives, implementation procedures, participant involvement, and expected outcomes were aligned with the administrative needs of the institution. The socialization also provided an opportunity to identify existing administrative practices and obtain management approval before the training and mentoring activities were implemented. Thus, this activity represents an important preparatory step in building institutional commitment and ensuring the sustainability of digital administrative management through Google Drive.

2. Implementation

The implementation of optimized administrative management through the Google Drive platform at the Center for Quranic Education (PPIQ) involved a series of steps covering both operational and technical aspects critical to the program's success. These steps were designed to ensure that Google Drive was not only technically sound but also effectively supported the institution's day-to-day administrative activities.

Before starting implementation, preparing the technology infrastructure is a crucial first step. PPIQ needs to ensure that all necessary technical components are available and functioning properly to support the use of Google Drive. Infrastructure preparation steps include providing hardware by providing adequate computers or laptops for each staff member who will use Google Drive, ensuring device specifications are sufficient to run Google Drive and other related applications, and ensuring the availability of a stable and

fast internet connection, which is crucial for smoothly accessing and uploading documents to Google Drive. PPIQ must provide reliable internet access throughout all administrative areas. In addition, each staff member involved needs to have an active Google account to access Google Drive, so the account registration and configuration process needs to be prepared before the training begins.

Training is a crucial step in preparing PPIQ staff to adopt and effectively use Google Drive in their administrative routines. The training focuses not only on the technical aspects of using the platform but also on the concept of efficient and secure digital document management. The training details an introduction to Google Drive, which involves a basic understanding of Google Drive features such as file storage, folder creation, and document privacy settings. The training also covers document management, where staff are taught how to upload, organize, and search for documents in Google Drive using a clear and consistent folder structure for easy document access and management. Additionally, demonstrations are provided on how to use Google Docs, Google Sheets, and Google Slides for real-time collaboration with other staff, including the use of commenting, revision, and document sharing features. Data security training is also crucial to raise staff awareness of security practices in digital data management, including setting access permissions, data encryption, and other security measures that need to be implemented when working with sensitive documents.

Following training, the next step is implementing Google Drive into PPIQ's daily administrative activities. This implementation process involves several technical operational steps, such as document uploading, where staff are required to upload relevant documents to Google Drive and ensure these documents are properly organized in the appropriate folder structure (Whitham & Cruickshank, 2017). Implementing Standard Operating Procedures (SOPs) is also crucial, with the development and implementation of new SOPs or revisions to existing ones to incorporate steps for using Google Drive. All staff are expected to follow these SOPs in their administrative activities. Some sections of PPIQ may have specific administrative needs that require additional customization in the Google Drive implementation, so the technical and administrative teams need to work together to tailor the platform to these specific needs.

The final stage in the more operational and technical implementation is monitoring and evaluating the results of Google Drive usage at PPIQ. This includes monitoring usage by observing how actively staff use Google Drive in their administrative activities through usage statistics and activity logs (Kim et al., 2020). Effectiveness evaluation is conducted by analyzing the extent to which Google Drive has improved the efficiency and effectiveness of PPIQ's administrative management, by comparing performance

before and after implementation (Mousavi-Rigi et al., 2017). Furthermore, gathering feedback from PPIQ staff about their experiences using Google Drive, including positive aspects that need to be maintained and challenges that need to be addressed, is an important part of this evaluation.



Figure 2: Director's remarks during Google Drive training

Optimal administrative management through Google Drive at the Center for Quranic Education involves several stages focused on operational and technical aspects. From infrastructure preparation to user training, the implementation of Google Drive must be carefully guided to ensure successful integration and maximum benefit for the Center for Quranic Education. Strong technical support and careful evaluation are also essential to ensure the continued and continuous improvement of this technology's use in supporting the institution's educational and administrative missions.

3. Evaluation and Adjustment

After the implementation stage of Google Drive to optimize administrative management at the Center for Quranic Education (PPIQ), the next crucial step is adjustment and evaluation (Shraga & Roitman, 2020). This process involves not only a review of the implementation that has been carried out, but also continuous adjustments according to the specific needs of the institution and evaluation of the impact and effectiveness of the use of Google Drive (Marandi & Seyyedrezaie, 2017; Solehudin, 2018). The following are the stages of evaluation carried out, including: a) Continuous Adjustment, Continuous adjustment is an important step to ensure that Google Drive is not only implemented technically well, but also can accommodate changing needs and administrative challenges that may arise during the implementation process. b) Impact and Effectiveness Evaluation, Impact and effectiveness evaluation is an important step to measure the extent to which the implementation of Google Drive has provided the expected benefits for PPIQ. This evaluation not only considers operational and technical aspects, but also the overall impact on administrative efficiency and the quality of services provided. c) Implementation of Improvements and Development, Based on the

results of the evaluation conducted, the next step is to implement improvements and developments to improve the effectiveness and provide greater added value from the use of Google Drive at PPIQ. d) Sustainability: The sustainability of this administrative management optimization depends on PPIQ's ability to continuously adapt to technological changes and utilize user experience and feedback to achieve better administrative goals. Therefore, adjustments and evaluations are not only the final steps in the implementation cycle, but also part of an ongoing process to improve the quality of educational and administrative services at PPIQ.



Figure 3: Evaluation Meeting

CONCLUSION

The conclusions of this study indicate that optimizing administrative management through the Google Drive platform at the Center for Quranic Education (PPIQ) involves several important stages. The first stage is planning, which includes identifying needs and objectives, gathering resources, and developing a detailed implementation plan. The next step is preparing the technology infrastructure, ensuring adequate hardware, a stable internet connection, and active Google accounts for all staff. Staff training is the next important stage, providing PPIQ staff with technical knowledge on Google Drive usage and concepts for efficient and secure digital document management. The implementation of Google Drive in daily administrative activities at PPIQ involves uploading documents, implementing new SOPs, and adapting the platform to the institution's specific needs. The final stage involves monitoring and evaluation to measure the effectiveness and impact of Google Drive use. Continuous adjustments and implementation of improvements based on staff feedback are crucial to ensure the sustainability of this program. Thus, optimizing administrative management using Google Drive not only improves efficiency and effectiveness but also positively impacts the quality of educational and administrative services at PPIQ.

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