



Google Drive Based Digital Archives: Implementation Review in Curriculum Management

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Abstract. *The massive development of technology underlies the demands for digitization. One crucial effort of digitization in the field of education is the use of digital archives in the management of educational institutions. This research aims to describe the implementation of Google Drive-based digital archives focusing on curriculum management in MTs Al-Mahsyar Nurul Iman Tenggarong Seberang. A qualitative method with a descriptive type is employed in conducting this research. Data related to the digital management of curriculum archives are obtained through interviews, observations, and documentation. The results of this research indicate that the digital management of curriculum archives based on Google Drive at MTs Al-Mahsyar Nurul Iman Tenggarong Seberang has been implemented, although the curriculum archives are not yet fully efficiently managed. The implementation of Google Drive as a curriculum field archive medium is evident in efforts involving the creation, storage, control, distribution, utilization, and supervision of archives, with subject archive classifications including madrasah work meetings, learning materials, implementation reports, evaluation and student learning outcome reports, student graduation administration, as well as EMIS (Education Management Information System) data.*

Keywords: *curriculum management, digital archives, google drive,*

Abstrak. Masifnya perkembangan teknologi mendasari tuntutan digitalisasi. Salah satu upaya digitalisasi yang urgen dilakukan di ranah pendidikan adalah penggunaan arsip digital dalam pengelolaan lembaga pendidikan. Penelitian ini bertujuan untuk mendeskripsikan implementasi arsip digital berbasis *google drive* yang terfokus pada pengelolaan bidang kurikulum di MTs Al-Mahsyar Nurul Iman Tenggarong Seberang. Metode kualitatif dengan jenis deskriptif digunakan dalam menjalankan penelitian ini. Data terkait pengelolaan arsip bidang kurikulum secara digital diperoleh melalui wawancara, observasi, dan dokumentasi. Hasil dari penelitian ini adalah bahwa pengelolaan arsip bidang kurikulum secara digital berbasis *google drive* di MTs Al-Mahsyar Nurul Iman Tenggarong Seberang sudah terlaksana meskipun arsip bidang kurikulum belum sepenuhnya mampu dikelola secara efisien. Implementasi *google drive* sebagai media arsip bidang kurikulum tergambar dalam upaya penciptaan, penyimpanan, pengendalian, pendistribusian, penggunaan, dan pengawasan arsip, dengan klasifikasi subjek arsip berupa rapat kerja madrasah, perangkat pembelajaran, laporan pelaksanaan pembelajaran, evaluasi dan laporan hasil belajar siswa, administrasi kelulusan siswa, serta data EMIS (*Education Management Information System*).

Kata Kunci: *arsip digital, google drive, pengelolaan bidang kurikulum*

INTRODUCTION

The prevalence of technology in the contemporary era demands its substantial utilization across various aspects of life. Consequently, those who do not harness or understand technology risk falling behind in the rapid pace of development. The relationship between technology and human resources is mutually influential: on one hand, operating technology requires skilled

human resources, while on the other, technology enhances the quality of human resources (Anugerah, 2021). Therefore, widespread use of technology is essential in creating a positive image and enhancing the global competitiveness of a country (Nagel, 2020).

In Indonesia, education stands as a critical issue in the effort to utilize technology effectively. Educational institutions play a pivotal role as agents in the deployment of technology. Various implementations of technology in education manifest in instructional media, administrative tools, and learning resources or teaching materials production (Lestari, 2018). As an administrative tool, digital technology supports the effective organization of educational institutions. Well-managed school administration facilitates optimal school services to enhance educational quality (Azizah & Subiyantoro, 2023; Nurjanah dkk., 2023). Thus, technology is a crucial element in enhancing educational service systems and quality (Ajizah, 2021).

One effort in leveraging technology for school administration is the implementation of a computerized archive system. Archives record various activities in diverse forms and media—typically written records—as evidence of organizational activities and as a memory tool (Legowo dkk., 202; Roeliana & Yogopriyatno, 2023; Undang-undang (UU) Nomor 43 Tahun 2009 tentang Kearsipan, 2009). Computerized archives, also known as digital archives, store documents or archives electronically, eliminating the need for physical document storage (Nurohman, 2021). This storage model accelerates accessibility via internet connections, ensures accountability, facilitates oversight, and supports a paperless society, thereby saving space (Dwijayanti, 2023; Nurohman, 2021). However, this initiative has not been fully realized across educational institutions in Indonesia.

The primary challenge in digitizing school archives stems from human resources within schools. Challenges include limited proficiency in operating digital archives, inadequate education and guidance on electronic archive systems (Isw, 2022; Jeara dkk., 2022; A. Lestari dkk., 2023; Nopriana dkk., 2022; Rumini, 2019). Additionally, other challenges in managing digital archives include dependency on electronic environments, such as outdated technology and uneven internet distribution in various regions of Indonesia (Muhidin dkk., 2016; Siti Marwiyah [et.al.], 2023).

Studies on the use of Google Drive as a digital storage medium have been widely conducted through training sessions or workshops. Training on Google Drive-based digital archives serves various purposes, such as administrative management within educational institutions (Ikhsan dkk., 2020; Isw, 2022; A. Lestari dkk., 2023; Nopriana dkk., 2022), training for

school supervisors (Erpidawati & Novelti, 2021), and administrative management in government agencies (Ikhsan dkk., 2022; Trisudarmo & Puteriawati, 2023). The extensive training on Google Drive utilization across various institutions indicates the weakness in digital administrative management systems. With numerous training efforts underway, effective implementation of simple digital archives using Google Drive is anticipated.

In addition to training efforts, studies on Google Drive-based digital archives have progressed to implementation stages, such as using digital archives towards achieving a paperless office (Ningrum & Puspasari, 2015) and assessing Google Drive's effectiveness as a storage medium (Trilaksono, 2020). Trilaksono's research proves Google Drive's efficacy as a storage medium, satisfying users in terms of service quality and system reliability. Another illustration of Google Drive's role as an alternative storage solution is found in Yeniati's study, which explores the management of digital archives for library accreditation at IAIN Salatiga, utilizing Google Drive in synergy with accreditation form templates (Yenianti, 2021). Despite this, there remains limited research investigating the utilization of Google Drive as a digital archive medium in educational institutions, particularly concerning user perspectives.

MTs Al-Mahsyar Nurul Iman has implemented a digital archive system. Established in 2017 under the auspices of Yayasan Pondok Pesantren Al-Mahsyar Nurul Iman in Tenggara Seberang, Kutai Kartanegara Regency, East Kalimantan, Indonesia (Kemendikbudristek Republik Indonesia, 2023). this educational institution employs digital archives evident in its digital recording, data storage, and distribution efforts utilizing Google Drive (H. A. Thamberin, komunikasi pribadi, Oktober 2023). Google Drive is an online data storage platform based on the internet, released by Google on April 24, 2012 (Ningrum & Puspasari, 2015; Suwarya, 2021). The implementation of the Google Drive-based archive system primarily focuses on curriculum management since its founding, entirely overseen by the vice principal of the curriculum department as the archive custodian

Haang Adelita Thamberin, serving as the vice principal of the curriculum department, states that Google Drive serves as the primary medium for storing and managing curriculum-related documents. For instance, monthly learning implementation reports prepared by the curriculum vice principal are distributed to all teachers via Google Drive for completion and review. The selection of Google Drive as a digital archive medium is justified by its high accessibility, enabling its use anytime, anywhere. Moreover, compared to storing data on devices like computers or

laptops that are susceptible to viruses or damage, Google Drive offers significantly enhanced security, ensuring critical files are safe from loss or damage (H. A. Thamberin, komunikasi pribadi, Oktober 2023). These reasons underpin the adoption of Google Drive-based digital archives in managing the curriculum field at MTs Al-Mahsyar Nurul Iman.

This research aims to examine the functionalities of Google Drive utilized by MTs Al-Mahsyar Nurul Iman as a digital archive medium in managing the school's curriculum. Additionally, the study seeks to describe the extent and forms of Google Drive-based digital archive implementation related to the curriculum, covering document archives of curriculum work programs, administration/teaching aids, and the execution and evaluation of teaching and learning activities. By exploring these aspects, insights into the functions and effectiveness of Google Drive-based digital archives in managing the curriculum field can inform MTs Al-Mahsyar Nurul Iman's considerations for enhancing or innovating their digital archiving practices.

RESEARCH METHODS

This study employs a qualitative paradigm with a descriptive research design. The sampling technique used is purposive sampling, specifically targeting Haang Adelita Thamberin, the vice principal of the curriculum department. Additionally, there are two sources of data in this research: primary data involving direct participants, namely the curriculum vice principal of MTs Al-Mahsyar Nurul Iman, and internal school documents related to curriculum management. Secondary data sources encompass all relevant written literature, including books, journals, and similar sources.

Data collection in this study includes interviews, observations, and documentation. Interviews were conducted extensively with the curriculum vice principal of MTs Al-Mahsyar Nurul Iman. Observations involved examining, reviewing, and analyzing archive documents managed in the curriculum department via Google Drive. Documentation included photographs and videos related to limited access curriculum archive documents, as well as gathering other supporting data. The collected data were then subjected to data analysis, involving several stages such as data condensation, data presentation, and drawing conclusions (Sugiyono, 2021). Furthermore, data validation was conducted using triangulation techniques.

RESULTS AND DISCUSSION

This study examines the functions and implementation of digital archiving based on Google Drive for curriculum documents. Activities related to the

management of archives are referred to as records management. Amsyah defines records management as the task of archive management involving recording, controlling, distributing, storing, maintaining, supervising, transferring, and destroying records (Amsyah, 2005; Musaddad dkk., 2020). From this definition, records management also means archive management. In this regard, Sattar, citing Betty R. Ricks (1998) states that archive management is carried out through several stages including creation and receipt, distribution, use, maintenance, and disposition, collectively known as the lifecycle of records (Roeliana & Yogopriyatno, 2023; Sattar, 2020).

In relation to this research, the author will describe the forms of digital archive implementation undertaken by MTs Al-Mahsyar Nurul Iman in managing the curriculum department, referring to the indicators of archive management according to Amsyah and Ricks with some adjustments based on the facts found in the field. Not all indicators of archive management will be elaborated in this study, therefore the description of data regarding the implementation of digital archives will be based on the author's findings in the field. Additionally, the author examines the motivation, functions, and benefits of this archive system in managing curriculum documents at MTs Al-Mahsyar Nurul Iman.

Google Drive as a Digital Archive Medium for the Curriculum Department at MTs Al-Mahsyar Nurul Iman: Motivation and Brief History

MTs Al-Mahsyar Nurul Iman is one of the madrasas implementing digital archiving for curriculum management. The selection of Google Drive as a digital archive is based on its convenience and effectiveness as a computerized storage medium. Digital archives are documents created in digital or electronic form (Nurohman, 2021). Digital archiving is also understood as the collection, storage, organization, and maintenance of documents and information in digital or electronic formats using computer technology (Dwijayanti, 2023).

According to Dwijayanti, digital archives enhance efficiency in document and information management, save space towards a paperless society, provide quick and easy access to archives anytime and anywhere, increase productivity, and enhance customer satisfaction by offering faster and organized archive management (Dwijayanti, 2023). Another advantage of Google Drive as a storage medium is its capability and ease of file sharing with other users. Additionally, Google Drive integrated with Google offers various other services that support the effectiveness and efficiency of digital

archiving (Yenianti, 2021). Considering these benefits, especially its user-friendliness, MTs Al-Mahsyar Nurul Iman decided to use Google Drive as a digital archive medium.

Based on interviews with the vice principal of the curriculum department at MTs Al-Mahsyar Nurul Iman, it was found that the use of Google Drive as a digital archive has been in place since the establishment of the school in 2017. However, during the early years of MTs Al-Mahsyar Nurul Iman's existence as an educational institution, access to and use of school archives were limited to authorized personnel or senior officials only. The utilization of digital archives was not widely communicated to teachers, hence they were unaware and did not have access rights to the curriculum department's school archives (H. A. Thamberin, komunikasi pribadi, Oktober 2023). The utilization of digital archives at that time was exclusive.

By the end of 2019, the use of Google Drive as a digital archive specifically for the curriculum department began to be implemented comprehensively. This meant that Google Drive usage was no longer restricted but open to all teachers. This effort was carried out by socializing the Google Drive-based digital archive to teachers. The dissemination was conducted by the school principal and the vice principal of the curriculum department, who also guided and encouraged maximum utilization. During this period, a Google Drive account was created under the username "Curriculum Vice Principal". The implementation of Google Drive-based digital archives with open access demonstrates the school's awareness of the urgency of using technology in educational institutions to facilitate organizational processes (Lestari, 2018), particularly within the curriculum department.

Functions and Benefits of Google Drive in Curriculum Archive Management at MTs Al-Mahsyar Nurul Iman

As mentioned earlier, Google Drive is an electronic storage service launched by Google in 2012. Google Drive offers a storage capacity of up to 15 gigabytes that can be accessed for free (Trilaksono, 2020). The implementation of Google Drive-based digital archives at MTs Al-Mahsyar Nurul Iman for the curriculum department is supported by examining its functions and benefits. For its users, Google Drive provides several attractive functions, such as serving as a file storage medium, file sharing platform, file editing tool, and data backup solution. Among the benefits for users are data security and easy data access from anywhere and anytime (Suwarya, 2021; Trilaksono, 2020). Considering the functions and benefits of Google Drive for

school archive management, these reasons became pivotal for MTs Al-Mahsyar Nurul Iman to adopt Google Drive-based digital archives, especially for the curriculum department.

Thamberin, the vice principal of the curriculum department at MTs Al-Mahsyar Nurul Iman, mentions that the primary function of Google Drive in managing the school's curriculum department is as a digital archive for curriculum-related documents. Additionally, Adelita highlights that Google Drive as a digital archive helps monitor teachers' work directly related to the curriculum, including administrative matters such as lesson planning documents like Syllabi, Lesson Plans, Teaching Plans, Teaching Materials, as well as monitoring the outcomes of teaching activities through monthly report submissions. Furthermore, by utilizing Google Drive for curriculum archive management, teachers' discipline in teaching activities and lesson planning can be easily monitored, serving as a reference for providing feedback and guidance to the teachers concerned (H. A. Thamberin, komunikasi pribadi, Oktober 2023).

One of the most significant benefits of using Google Drive for curriculum archives at MTs Al-Mahsyar Nurul Iman is its easy accessibility, allowing tasks to be performed anytime and anywhere using any device connected to the internet. For example, access to archives can be done via personal smartphones without the need to search for specific computers or laptops that store required data. Thus, data access is no longer limited to a single device but can be done using any gadget as long as it is connected to the internet. Additionally, with Google Drive-based archives, file security is guaranteed, ensuring data storage without the fear of file loss due to various factors such as viruses, computer damage, or even computer loss.

Rights and Access Authorities to the Curriculum Archives at MTs Al-Mahsyar Nurul Iman

Fundamentally, the rights and access authorities to the curriculum archives are entirely held by the vice principal of the curriculum department. This is because only the curriculum vice principal possesses the username and password for the Gmail account linked to Google Drive. Nevertheless, the curriculum vice principal still coordinates and reports to the school principal or other school officials regarding the use of these digital archives. Therefore, digital archiving of curriculum files can continue as needed without data misuse.

The curriculum vice principal has the authority to share the curriculum archives with specific parties needing curriculum-related

information. Several curriculum archive folders are open for access and shared with all teachers, allowing anyone to access the files within them. However, some archive folders can only be accessed by the curriculum vice principal. Regarding this matter, the curriculum vice principal emphasizes that essentially all teachers have the opportunity to access the curriculum archives. However, prior permission and confirmation are required regarding the information or files needed by the respective teachers (H. A. Thamberin, komunikasi pribadi, Oktober 2023). Upon approval, the curriculum vice principal will share the required files by adding the respective teachers' Google account tags. In this condition, access to the curriculum archives tends to be limited.

The restriction on access to the entire curriculum archives is implemented to maintain data authenticity, archive organization, ensure structured archive access, and prevent archives from being distributed to unrelated parties. Granting unrestricted access to all school parties risks compromising the integrity of the archives, such as accidentally deleting files, unilaterally editing files containing joint decisions, and other mishaps. These access restrictions aim to collectively safeguard the curriculum digital archives.

Implementing Digital Curriculum Archives Based on Google Drive at MTs Al-Mahsyar Nurul Iman: Efforts and Classification

In its implementation, the digital archives based on Google Drive for managing the curriculum at MTs Al-Mahsyar Nurul Iman are carried out through several archiving indicators, including creation, storage, control, distribution, usage, and supervision. Creation of archives involves the effort to create and/or upload documents to Google Drive. These archive documents are either created by the curriculum vice principal outside of Google Drive or received from various school parties in formats such as Docs, PDFs, or Google Forms. Storage pertains to all efforts to store curriculum documents on Google Drive. Control of archives means managing them by organizing and categorizing them based on the type of information. Documents with similar types of information are classified into the same subject folders. Distribution of archives involves sharing documents with those who need them. This is done by granting access rights to users through the "share" action on the archive or requested file. The curriculum vice principal then manages general access rights to the archive, where the "restricted" option is used to grant access to specific individuals by adding their Gmail address, while the "anyone with the link" option is chosen if

access to the archive is intended to be public. Granting access rights allows users to act as "viewers," "commenters," or "editors" according to the curriculum vice principal's policy. Usage of archives involves utilizing curriculum archives for organizational purposes. For example, using supervision archive documents during meetings to socialize teaching supervision to teachers. Supervision of archives is intended to monitor any changes to curriculum files on Google Drive, considering that some parties have public access. Additionally, supervising archives serves to measure and evaluate teachers' professionalism in conducting teaching and learning activities, such as checking the completeness of teaching materials uploaded by teachers and reviewing teaching reports. The results of archive supervision serve as a basis for the curriculum vice principal to assess and evaluate the effectiveness of curriculum implementation at the school.

The curriculum archives of MTs Al-Mahsyar Nurul Iman on Google Drive under "Curriculum Vice Principal" contain various folders sorted alphabetically, but they have not yet been classified into specific subject or topic folders. These curriculum archive folders are all stored in "My Drive." In this context, the author attempts to describe the forms of curriculum archives at MTs Al-Mahsyar Nurul Iman by classifying them into several subject categories. Among the subject categories of the digital curriculum archives implemented are as follows:

1. Madrasah Work Meeting

Archive regarding madrasah work meetings has been classified into its own subject with a folder named "RAKER". Within this folder, several subfolders exist for previous academic year meetings. These subfolders include various teams such as the Quran Team, Student Affairs Team, Care Team, and Curriculum Team. Focusing on the Curriculum Team folder, it contains all documents related to curriculum planning for the upcoming academic year at the madrasah. Some curriculum archive topics related to work meetings include Workload and Lesson Schedule, as well as the Education Calendar and Agenda. Regarding this folder, the curriculum vice principal grants access to all teachers, enabling them to understand all teaching and learning agendas and regulations in preparation for the new academic year. Perangkat Pembelajaran

2. Teaching Tools

Archives related to teaching tools have not yet been categorized into subjects, so their files are not yet included in a main folder. There are several archive topics related to teaching tools such as Lesson Plans (RPP), Teaching Tools, and Curriculum Achievement Mapping. These

three folders are shared with all teachers, allowing them to access teaching tool files freely. The goal is to assist teachers in creating and completing teaching tools using available files. Therefore, teachers have references for creating teaching tools. Another purpose of opening access to these archives to all teachers is to facilitate teachers in submitting or uploading teaching tools that have been created to Google Drive as part of fulfilling teacher administrative requirements.

3. Implementation

Report of Learning Similar to previous archive subjects, several archive folders related to the implementation report of learning have not been mapped based on their subjects into a main folder. Some archive topics related to the implementation report of learning include Teacher Teaching Report, Tahfidz Report, and Teacher Teaching Hours Report. Regarding the implementation report of learning, the curriculum vice principal will share the document link of teaching reports to all teachers via WhatsApp groups conducted at the end of each month. The link of teaching reports is updated every month. Thus, full access to the teaching and learning activities report is only owned by the curriculum vice principal, and teachers are given access rights only to fill out learning report.

4. Evaluation and Student Learning Outcomes Report

Archives on student learning evaluation have not been mapped into a centralized folder yet. This subject includes archive topics about the administration of student learning evaluation, the Al-Mahsyar Question Bank, and the results of PAS, UAS, and UAM exams. This subject also includes MTs and MA report files in the previous school year. The archive in this subject fully in the authority of the curriculum vice principal because there is no opening access for teachers. However, access to the archive is still possible by teachers if there is a request based on certain needs.

5. Student Graduation Administration

This archive contains the administration in passing students, including the SKL madrasah and student diploma photos, which have not been categorized in its subject. Access to this archive is limited to being accessed by the curriculum vice principal.

6. EMIS Data

Archive folders on this subject that include the EMIS data content and its form also have not yet been mapped based on their subjects. Basically, the management of EMIS is the responsibility of the school

operator. The existence of EMIS folders in this curriculum archive serves as a backup of operator performance data in the early years of MTs Al-Mahsyar Nurul Iman. Currently, this folder is no longer used and only archived in the Google Drive owned by the curriculum vice principal. Access to this archive is also limited.

Besides the archives mentioned above, there are several curriculum-related document files—let's call them scattered outside the existing archive folders. Most of these files are old documents, so the curriculum vice principal has not made any policies to organize them. Additionally, there are also files that have not been mapped into existing folders.

The archives related to curriculum documents are entirely stored on the Google Drive managed by the curriculum vice principal. However, in reality, the management of madrasah archives in the curriculum field is still not optimal. The statement indicating suboptimal conditions is based on the fact that the madrasah's archives related to the curriculum field are still incomplete. For example, in the teaching tools archive, not all teaching tools that teachers are required to submit have been archived on Google Drive. This issue seems to indicate two situations. First, teaching tools created by teachers are still kept privately and have not been recorded on Google Drive. However, on the other hand, there are indications that some teachers have not yet fulfilled their obligations to complete their teaching tool files. Yet, the completeness of teachers' administrative tasks is a crucial component in producing well-directed, effective, and efficient teaching and learning activities. This indication shows a lack of commitment among teachers at MTs Al-Mahsyar Nurul Iman in digitizing curriculum documents. In this regard, the madrasah authorities need to be more stringent in organizing the curriculum archives for each teacher.

CONCLUSION

MTs Al-Mahsyar Nurul Iman has implemented digital school archive management based on Google Drive. This archive management specifically focuses on the school curriculum. In its role as a digital archive medium at MTs Al-Mahsyar Nurul Iman, Google Drive serves primarily as a storage space for curriculum-related files and monitoring teacher performance in conducting teaching activities. The most significant benefit of implementing a Google Drive-based digital archive in the curriculum field is its highly flexible accessibility and data security. In this context, the curriculum vice principal has full rights and responsibilities over their digital archive. Access rights to

the archives are held by the curriculum vice principal. However, specific parties can access all curriculum archives with the permission and approval of the curriculum vice principal. The implementation of Google Drive utilization in the digital curriculum archive at MTs Al-Mahsyar Nurul Iman is carried out through various efforts, including creation, storage, management, distribution, utilization, and monitoring of archives. As part of its archiving efforts, the Google Drive account of the Curriculum Vice Principal stores various curriculum archive folders classified into several archive subjects, including Madrasah Work Meetings, Teaching Tools, Implementation Report of Teaching, Evaluation and Student Learning Outcome Reports, Student Graduation Administration, and EMIS Data. Each folder has its own access rights. Some folders are shared with all teachers, while access to others is restricted to the curriculum vice principal.

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