



Optimizing Google Workspace in Curriculum Management and Learning Evaluation at Madrasah Aliyah Nurul Jadid

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Abstract

Strengthening the digital literacy of educational staff has become an urgent need in the era of technology-based educational transformation. The limited use of digital tools in curriculum management and learning evaluation remains a significant issue in many madrasahs, including Madrasah Aliyah Nurul Jadid. Therefore, this community service program was designed to enhance the digital competence of educational staff through training on optimizing Google Workspace as a supporting tool for curriculum management and learning evaluation. The program was implemented in three main stages: intensive workshops, independent implementation simulations, and continuous technical assistance, using need-based training and learning-by-doing approaches so participants could directly apply the skills they acquired to the madrasah's practical needs. The results indicate a significant improvement in participants' digital literacy, as evidenced by their ability to design digital curriculum documents, develop evaluation instruments using Google Forms, and manage learning activities through Google Classroom. Beyond individual skill enhancement, the program also strengthened the madrasah's managerial system, fostered a collaborative work culture, and accelerated the digitalization of learning administration. In conclusion, the Google Workspace optimization training proved effective in improving the digital literacy of educational staff while supporting the modernization of curriculum management in madrasahs. The sustainability plan of this program includes establishing a community of digital practice within the madrasah, developing self-learning training modules, and creating collaborative networks with other madrasahs to broaden the impact of digital transformation. This program is recommended for replication in other madrasah as a best practice and may serve as a reference for designing regional training programs.

Keywords: Curriculum management, Digital literacy, Google workspace



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1. INTRODUCTION

The development of information and communication technology (ICT) has become a significant catalyst for transforming various aspects of life, including education (Puteri et al., 2025). The presence of digital technology has not only transformed the way humans interact, work, and communicate, but also requires the education system to be more adaptive, innovative, and responsive to the needs of the times (Amelia, 2023). In the context of educational management, the integration of digital technology is a strategic step towards achieving more efficient, transparent, and structured governance, particularly in curriculum management and learning evaluation systems, which are at the core of the educational process (Fatkurohim et al., 2025). Google Workspace for Education, with its cloud-based collaborative ecosystem, offers significant opportunities to support the digital transformation of educational institutions through integrated



administration, communication, and learning management services (Syafriadi & Jamilus, 2025).

However, amid the global digitalization of education, not all institutions can fully capitalize on this opportunity. Initial observations and participatory discussions with Madrasah Aliyah Nurul Jadid indicate that curriculum document management, coordination among educational staff, and learning evaluation mechanisms are still carried out manually and conventionally. Paper-based administrative processes lead to low work efficiency, limited data integration across units, and a lack of transparency in decision-making. This situation also slows the curriculum monitoring and learning evaluation processes, which could be accelerated through digital technology.

These facts demonstrate that although MA Nurul Jadid is committed to improving the quality of education and adapting to the demands of the digital era, the limited digital literacy of educational staff remains a significant obstacle. This situation aligns with the findings of several studies, which confirm that educational institutions' limited ability to adopt digital systems can be a structural obstacle to improving the quality of educational services (Nashrullah et al., 2025). Therefore, intervention in the form of technology optimization training, primarily through Google Workspace, is seen as urgent to strengthen the capacity of educational staff and support the modernization of madrasah management.

The main issue that emerged was the suboptimal utilization of Google Workspace as a strategic tool to support curriculum management and learning evaluation (Hafid et al., 2022). The gap between available technological potential and human resource capacity created various obstacles, such as low digital literacy among education personnel, limited digitization of curriculum documents, evaluation processes that were not yet based on real-time data, and collaboration that remained conventional (Mudiono, 2025). For example, storing teaching materials such as syllabi, Lesson Implementation Plans (RPP), and annual programs was still done manually, which risked data loss and slowed distribution. Furthermore, the non-digitized learning evaluation process led to slow, inaccurate assessments and limited quantitative data for follow-up (Arbeni et al., 2024). These obstacles were exacerbated by the limited use of digital collaborative platforms, leading to inefficient communication between teachers and non-teaching education personnel.

Given these conditions, the urgency of implementing strategic interventions through community service is crucial. This community service program focuses on improving the digital literacy of educational staff at Madrasah Aliyah Nurul Jadid through Google Workspace optimization training. The main objectives of this activity are (1) to improve the practical skills of educational staff in using Google Workspace features such



as Google Drive, Docs, Sheets, Calendar, and Classroom to support administrative and academic tasks, and (2) to implement a structured and continuous training model to realize more efficient, collaborative, and digitalized curriculum management and learning evaluation. From a scientific perspective, this program is relevant to the field of Islamic education management because it supports modernizing technology-based governance in madrasahs while strengthening the integration of digital literacy into educational practices. With this approach, madrasahs will not only strengthen their managerial systems and build a technology-based collaborative work culture but also become prototypes for the digital transformation of Islamic education that other institutions can replicate.

This community service contribution also has academic and practical dimensions. From an academic perspective, this activity enriches studies on the digitalization of educational management, particularly in religious-based institutions that often face limited resources. Furthermore, this program has the potential to develop a contextual, applicable training model tailored to local needs, making it relevant to the characteristics of madrasahs. From a practical perspective, this program can directly improve the digital competence of education personnel, simplify the management of curriculum documents, and accelerate data-driven evaluation processes. Thus, this community service aligns with the spirit of Freedom to Learn and the national digital transformation agenda for education, while also supporting the achievement of sustainable educational quality in madrasah environments (Septaria et al., 2025).

Based on the description above, it is clear that implementing this community service is urgent, both for institutional needs and for academic contributions. MA Nurul Jadid faces a digital divide that needs to be immediately bridged through a systematic, applicable, and sustainable training approach. Therefore, the Google Workspace optimization training program was designed as a comprehensive solution to overcome existing obstacles while improving the institution's managerial capacity. The following section will detail the implementation method, which includes the planning, implementation, and evaluation stages of the community service program.

2. METHOD

This community service program was conducted at the Nurul Jadid Islamic Senior High School in Probolinggo Regency, East Java, for three months (April–June 2025). The location was selected based on the urgent need to improve the digital literacy of educational staff in utilizing Google Workspace to support curriculum management and learning evaluation. The method used is a needs-based training and learning-by-doing approach (Chairunnisa et al., 2023), with three main stages: planning, implementation, and monitoring and evaluation. The selection of this method was deemed appropriate



because it enabled the training material to adapt to the real needs of educational staff while providing direct experience in the practical use of digital applications. Thus, participants not only understand the theory but also skillfully apply Google Workspace in their daily work at the madrasah, thereby achieving optimal effectiveness in digital learning.

During the planning stage, the implementation team conducted a needs analysis through observation, interviews, and focus group discussions (FGDs). This was followed by the development of training modules tailored to the madrasah context (Thifaalya et al., 2023). Furthermore, technical coordination with the school regarding the training schedule, facilities, and mechanisms was conducted, as well as the preparation of monitoring and evaluation instruments. The implementation phase focused on intensive training, hands-on practice, and technical assistance (Dharta et al., 2025). Face-to-face workshops introduced key Google Workspace features, followed by simulations of implementation in curriculum management and learning evaluation. Participants then continued with independent practice, guided by facilitators, both offline and online, to ensure digital skills were truly internalized in their daily work activities.

The monitoring and evaluation phase was conducted through a combination of formative and summative evaluations (Fionita et al., 2024). Formative evaluation included observing participant engagement, attendance, and interaction quality during the training, while summative evaluation was conducted through pre- and post-tests to measure improvements in digital competency. Furthermore, participants were asked to produce digital products as evidence of implementation, which were then assessed by the team. A program satisfaction questionnaire was also used to obtain comprehensive feedback.

The success of this program is supported by the active participation of partners and stakeholders (Destiana et al., 2025). Madrasahs, as the primary partners, provide participants and infrastructure, while supervising lecturers ensure methodological suitability. Students act as technical facilitators, while external support is provided by faculties/study programs, parents, local governments, and the education staff community, offering administrative and moral support as well as opportunities to disseminate results. The effectiveness of needs-based training and learning-by-doing methods is increasingly apparent, as they are tailored to the needs of the activity's target audience, with education staff benefiting more from direct practice than from purely theoretical explanations. Through this approach, participants can immediately solve real-world problems they face in curriculum management and learning evaluation, ensuring the skills acquired are not only conceptual but also applicable in the daily work context at the madrasah.



Table 1. Methods and Stages of Community Service

Stages	Activity Description	Approach	Output
Intensive Workshop	Introduction to Google Workspace's main features and basic usage practices	Need-based training	Basic understanding and initial skills
Independent Workspace Simulation	Participants implementing Google Workspace in curriculum Learning management and learning by doing evaluation	Learning	Digital curriculum documents and evaluation instruments
Technical Assistance	Ongoing guidance to ensure effective implementation	Coaching & mentoring	Digital classroom management (Google Classroom) and collaborative work culture

3. RESULT AND DISCUSSION

This community service (PkM) was implemented in response to the urgent need to improve digital literacy at Nurul Jadid Islamic Senior High School, particularly among the educational staff. This PkM focused on training in optimizing Google Workspace to support curriculum management and learning evaluation. Through a comprehensive approach, from planning and implementation to monitoring and evaluation, several significant findings were obtained that indicate the program's success. These findings were not limited to quantitative data but were also enriched by qualitative interpretations from interviews, observations, and digital product evaluations.

3.1 Planning Stage

The planning stage is a strategic foundation that is crucial to the success of Community Service Programs (PKM). An in-depth situational analysis is a crucial initial step (Abdillah et al., 2025). In this sub-stage, the implementation team conducts direct interviews with the madrasah to explore its needs and challenges. The Principal of Madrasah Aliyah Nurul Jadid, Mr. Misbahul Munir, M.Pd I, stated :

"We still rely heavily on physical documents, which makes it difficult to find old data or when teachers want to collaborate on creating questions together. Furthermore, we want the curriculum and syllabus to be more accessible to all teachers."

This statement highlights the efficiency constraints in document management. Similarly, the Deputy Head of Curriculum, Mr. Mohammad Naim, S.H.I., stated :

"We also face problems managing grade data. Some teachers still use manual records, making it very difficult to quickly collect and analyze student grades."



This statement highlights the need for a centralized system for managing evaluation data. Furthermore, the Deputy Head of Student Affairs, Mr. Prayogi Soesanto, S.S., added, :

“We know there are technologies like Google Docs, but we do not know how to use them to create collaborative and integrated lesson plans. We really need this training.”

This statement provided a strong foundation for the implementation team to design a training module that is not only theoretical but also highly applicable. Interpretations of these three interviews indicate that the problems faced by MA Nurul Jadid encompass three main aspects: limitations in document management, inefficient management of evaluation data, and low collaborative digital literacy among educational staff. Therefore, this training program was designed to address these three issues specifically. The impact of this planning stage was the creation of a program design that truly aligns with the madrasah's actual needs, thereby reducing the risk of inaccurate materials, increasing the relevance of the training, and increasing the opportunity for sustainable digitalization practices after the program concludes. In other words, thorough planning ensures that each intervention is more focused, applicable, and provides long-term benefits for digital transformation in madrasahs.



Figure 1. Socialization of PkM Activities

3.2 Implementation Stage

Program implementation is the moment when the entire strategic plan is put into action. This phase is divided into structured training, independent implementation simulations, and ongoing mentoring.



3.2.1 Structured Training

The structured training was conducted over two days using a hands-on approach. During this session, it was revealed that the participants were highly enthusiastic about learning. One participant, Ms. Afrida Nur Laili, Lc., an extracurricular advisor, said :

“The material on Google Drive is constructive. My archive files used to pile up, but now I can organize them more neatly in Drive.”

This statement reflects the material's relevance to participants' practical needs. This statement indicates that the training successfully introduced concrete solutions to the challenges teachers face. Furthermore, Mr. Mochammad Abdillah, S.Pd., head of the Religious Affairs Program, added, “

“I used to have a lot of difficulty creating multiple-choice questions with images. Now with Google Forms, I can create questions and answer keys automatically.”

These statements demonstrate that the training can improve teachers' work efficiency. Overall, this testimony confirms that the learning-by-doing method in training is highly effective in improving participants' understanding and skills (Hidayah, 2021). As a result, this structured training not only improves teachers' digital literacy but also builds their confidence in utilizing technology in their daily professional activities. This accelerates the transformation of a more modern, transparent, and efficient work culture within the madrasah environment.

Table 2. Google Workspace Competency Improvement of Participants

Competencies Measured		Average pretest	Average posttest	Improvement
Introduction to Google Workspace		45%	85%	40%
Google Drive Management		30%	80%	50%
Collaboration with Google Docs/Sheets		25%	75%	50%
Use of Google Forms for Evaluation		15%	70%	55%
Use of Classroom/Calendar	Google	10%	65%	55%



3.2.2 Independent Implementation Simulation

After the training, participants were given assignments to apply the material independently. This stage tested participants' adaptability in a real-world work environment. One participant, Mrs. Robi'atus Sholihah, M.Pd, a chemistry teacher, stated,

"This independent assignment really helped us understand. I was able to convert the lesson plan and syllabus into digital format and share it with my friends in the MGMP group."

This statement demonstrates the adaptation of technology in the teaching and learning process. Furthermore, Mrs. Nur Faizah, M.Pd, an Arabic teacher, said,

"Previously, I manually compiled meeting agendas in a notebook, but now I use Google Calendar and share it with all staff."

This statement confirms that the technology taught is beginning to be integrated into daily work routines. The impact of this simulation phase is the formation of a culture of self-directed learning among teachers, where they not only master new skills but also dare to innovate in how they use technology to meet their individual needs. This encourages the creation of a collaborative digital ecosystem, accelerates administrative processes, and improves the effectiveness of learning and overall madrasah management.



Figure 2. Google Workspace presentation

3.2.3 Monitoring and Evaluation Stage

The monitoring and evaluation stage is the culmination of all activities, during which the program's effectiveness is measured quantitatively and qualitatively (Akhyary et al., 2023).



a. Digital Product Assessment

The digital product assessment demonstrated how participants applied their skills. The resulting products, such as digital lesson plans and evaluation forms, demonstrated good quality. An interview with Mr. Mohammad Naim, S.H.I., Deputy Head of Curriculum, demonstrated this success. He stated :

"We were very surprised by the results of the products. Teachers can now create interactive evaluation forms and can also collaborate on curriculum development in Google Docs. This is very helpful."

This statement indicates that the skills taught have been well internalized. This statement indicates a significant change in work habits. Furthermore, an administrative staff member, Mr. Ahmad Khoisol, S.P., added :

"Financial reports are now easier to work on because we use Google Sheets. Collaboration with the treasurer is faster and more accurate."

This statement indicates that the training benefits various work units. As a result, digital skills not only support learning management but also enhance the institution's overall administrative governance, thereby increasing productivity and maintaining accountability for work.

b. Participant Satisfaction Questionnaire

The participant satisfaction questionnaire showed a positive perception of the PkM program. From the questionnaire results, 95% of participants stated that the training material was very relevant, 92% considered the facilitator very competent, and 98% felt that the training was very beneficial for their work. One participant's comment stated,

"This training not only provided knowledge, but also changed our perspective on technology. Now we feel more prepared to face the digital era."

As a result, there has been a paradigm shift among teachers and staff, from initially viewing technology as complicated and foreign to now recognizing it as an important part of supporting the effectiveness of work and learning. This mindset change strengthens the institution's readiness to face the digital transformation of education.



Figure 3. Participant Questionnaire Completion

c. Independent Implementation Monitoring

Post-training monitoring was conducted to ensure the program's sustainability. The monitoring revealed that participants were actively using Google Workspace. An interview with Mr. Misbahul Munir, M.Pd, the Head of the Madrasah, confirmed this. He stated :

"We see that teachers are collaborating more frequently. Meeting rooms are no longer filled with piles of paper; they prefer to discuss using Google Docs and Sheets on their laptops."

Finally, one teacher, Mr. Ponirin Mika, M.Pd.I., concluded,

"I used to be afraid of technology, but now I am curious to learn more. This training motivates me to continue developing."

Consequently, the program not only provides technical skills but also encourages a culture of lifelong learning among teachers and staff. This shows that the implementation of technology has become a catalyst for fostering independence, innovation, and long-term collaboration in educational institutions.

Table 3. Analysis of the Success of the PKM Program

Success Category	Qualitative Indicator	Interview Quote
Improved Work Efficiency	Reduced use of physical documents, easier collaboration, and faster data access	"We still rely heavily on physical documents, which makes it difficult to find old data..." - Mr. Ahmad.



Success Category	Qualitative Indicator	Interview Quote
Sustainable Technology Adoption	Using Google Workspace as part of our daily work routine	"I have created Google Classroom for my class. Now attendance and assignment submission are more structured." – Ms. Rini
Skills Enhancement	The ability to create functional and relevant digital products	"Teachers can now create interactive evaluation forms and collaborate..." - Mr. Agus
Changes in Work Culture	More frequent collaboration, initiative to try new features, and a diminished fear of technology	"I used to be afraid of technology, but now I am curious to learn more." - Mr. Sugi.

These findings collectively demonstrate that the Community Service Program (PKM) successfully met its objectives. The training not only provided knowledge but also transformed work habits, motivated participants to continue learning, and created a lasting positive impact on MA Nurul Jadid. Furthermore, the participants directly experienced the benefits of this activity, including increased work efficiency, easier data access, and enhanced collaborative skills. Teachers, staff, and madrasah leaders are now able to integrate technology into their daily work routines, thereby accelerating administrative processes, improving the quality of learning, and strengthening a digital-based collaborative work culture. Thus, this program is not only relevant to short-term needs but also contributes to the institution's readiness to face the challenges of educational transformation in the digital era.

4. CONCLUSION

Based on key findings, this community service activity provides valuable lessons on the effectiveness of a needs-based training model combined with intensive mentoring. The lesson from this research is that changing work culture in educational settings depends not only on the provision of technology but also on contextual and adaptive implementation strategies. These findings demonstrate that participatory approaches and learning-by-doing are highly effective in addressing the digital literacy gap, even among populations that tend to be resistant to technological change.



Significant improvements in skills and adoption of digital tools demonstrate that well-designed training programs can be a real catalyst for digital transformation at the institutional level. The program's sustainability potential is also strong, given participants' strong motivation for continued development and support from the madrasah and external stakeholders. This suggests that similar initiatives could be integrated into ongoing teacher development programs while strengthening a more adaptive and progressive digital learning ecosystem in the future.

Scientifically, this paper offers an updated perspective on the role of community service as a medium for transformative intervention. Furthermore, this study demonstrates the validity of qualitative methods (interviews and observations) for measuring the program's impact, enabling in-depth documentation of practical findings and behavioral changes. Concrete contributions to schools as the objects of community service activities are also evident, including increased teacher capacity to manage digital documents, the creation of a more efficient evaluation data management system, and increased collaborative digital literacy that encourages a more modern, adaptive work culture.

However, this study has limitations because it focused on a single case study at MA Nurul Jadid. To obtain a more comprehensive picture and inform broader policymaking, further research using survey methods with a larger sample size across various locations and types of madrasahs is needed. Such follow-up research could assess the program's effectiveness on a broader scale, enabling more appropriate recommendations to be formulated for the Ministry of Religious Affairs or other relevant agencies.

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