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Digital transformation of school management by utilizing google sites

Dian Aprianto [1]*, Bambang Ismanto [1], Sophia Tri Satyawati [1], Landro Sette [1], Angelique Yulica Dosmaroha [1]

[1] Universitas Kristen Satya Wacana, Salatiga, Indonesia, 50715

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Abstract

This study aims to develop a digital transformation of school management by utilizing Google Sites. The design of this research and development uses the Borg & Gall model, which consists of ten steps. However, the researcher will only reach the fifth step, namely the main product trial. The subjects in this study were the principal, teachers, administrative staff, and parents of students at SD Kristen Lentera Ambarawa. Data collection techniques used observation, interviews, and documentation. Data was validated using source and technique triangulation techniques. Data analysis techniques used the Miles and Huberman Model. The products produced were the Google Sites website, model books, and user guides. Research results: 1) The use of Google Sites can facilitate access to information for teachers, students, and parents, and strengthen the school's digital documentation system at SD Kristen Lentera Ambarawa. 2) Development of school management by utilizing Google Sites, with the results of content validity of management of 88.6%, while media validity was 92.5%, meeting the criteria of "very valid" or worthy of being tested. While the average trial of the Google Sites application for teachers, principals, and school stakeholders was 98%, based on this, the development of digital transformation in school management by utilizing Google Sites at SD Kristen Lentera Ambarawa falls into the very good category.

* Corresponding Author.
E-mail address: dian@skl.sch.id (Dian Aprianto)
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1. Introduction

The development of digital technology has brought significant changes in various aspects of life, including the world of education. This progress has driven digital transformation (Hendratno et al., 2022). Digital transformation is a pressing need for schools to enhance their effectiveness and efficiency in managing administration, communication, and educational services. In this digital era, schools are required to adapt to various technological solutions that support data management, collaboration, and transparency of information. The application of technology in the world of education is now considered important because it can function as a measure of the effectiveness of educational institutions (Hendratno et al., 2022). Therefore, the use of technology in the educational world enables institutions to manage their schools more effectively and achieve their expected educational goals. Based on the results of interviews and observations conducted at SD Kristen Lentera Ambarawa, various problems have been identified in school management, including complaints from school operators regarding the need for urgent data. There is also the problem of teacher administration data, which is often scattered across various documents (both printed and digital), without a system that integrates all the information. As a result, the principal and administrative staff have difficulty obtaining the necessary data promptly. A lack of access to information from schools is also a common complaint among parents, who feel they are not involved enough or are not receiving the necessary updates about their children's progress.

Based on the problems above, inefficiency in school management is evident. Therefore, it is necessary to undertake a digital transformation. One platform that can support the digital transformation of school management is Google Sites. The advantage of Google Sites is that it can accommodate and provide information in various formats, including text, video, and audio (Firmansyah et al., 2023). The use of Google Sites as a website-based platform enables schools to create internal and external websites, serving as a central hub for information, communication, and collaboration among school residents. With features integrated into the Google Workspace ecosystem, this platform enables schools to manage documents, academic schedules, announcements, and various other administrative information.

The results of previous studies indicate that Google Sites can serve as a tool for digital transformation in the education sector. Based on several studies conducted, Google Sites-based learning media can help teachers in preparing learning schedules, monitoring student progress, presenting materials, and collecting assignments. By utilizing Google Sites, students are more likely to engage in a meaningful and enjoyable learning process, allowing them to stay current (Murniasih & Nurlina, 2023). This is also in line with research, which suggests that the use of visual media, particularly creating websites with Google Sites, can increase students' involvement in the learning process. In this case, it is also noted that basic educational resources can be available on Google-based web pages (Hendratno et al., 2024). This is also supported by the combination of attractive and interactive features, as demonstrated by Google Sites, which shows the ability to increase student engagement and enthusiasm for reading, ultimately leading to improved reading proficiency levels (Hendratno et al., 2024).

Several studies have shown the potential of Google Sites in supporting teaching and learning activities in schools. However, previous studies have not discussed the use of Google Sites as a digital transformation in school management. Most of the existing studies focus more on the use of this platform for other subjects or at higher levels of education. This study differs from previous studies in that it demonstrates innovation in the use of technology to enhance school management by utilizing Google Sites. The integration of Google Sites media not only helps principals find ideas, but also enriches the creativity of teachers and staff through the addition of multimedia features, such as images and videos, that can help visualize school information and manage school data. This study aims to develop a digital transformation of school management

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by utilizing Google Sites. With this innovation, it is hoped that schools can be more responsive to developments in the era, enhance the effectiveness of school governance, and create a more effective learning environment.

2. Literatur Review

2.1 School Management

Management is a discipline that combines science and art, involving the management of an organization through a series of processes, including planning, coordination, evaluation, control, and improvement, to achieve the desired work goals (Rony, 2021). Management aims to optimise available resources to achieve the expected results. In line with Mukhneri's opinion (2016) that management is a process of activities that begins with planning, organizing, mobilizing, and monitoring in order to mobilize management resources (such as finance, human resources, methods, materials, facilities, and infrastructure) so that they are appropriately realized and achieve organizational goals.

In this case, management aims to provide benefits to humans by optimising the resources available within the organisation that can be utilised. Meanwhile, Nugraha et al. (2021) stated that the term "management" is a concept with a definition that has evolved in response to changes in its role and function in everyday life. Initially, the term "management" originated from Latin, which consists of the word "manus," meaning "hand," and "agere," meaning "to do." After being combined, the two words form the term "manager," which means to organise or manage something by utilising available resources effectively. This term has undergone a development in meaning, accompanied by changes in the roles and functions that exist in everyday life.

According to some of the experts mentioned above, researchers hold the opinion that management is a combination of science and art, involving several processes, such as planning, organising, directing, leading, and controlling. The goal is to effectively manage the organization's use of resources to achieve the established goals. The word "management" itself originates from Latin, meaning to organise or manage something by utilising all available resources.

In Law No. 20 of 2003 concerning the National Education System, Article 51, paragraph 1, states that the management of secondary education units is carried out based on minimum service standards, with the principle of school-based management. Linguistically, the term "School-Based Management" (SBM) consists of three main words: management, based, and school. Management refers to the process of effectively and efficiently allocating resources to achieve specific goals. Meanwhile, schools are institutions where teaching and learning activities take place, as well as a means of conveying and receiving knowledge. School-based management can be interpreted as a management approach that emphasizes school autonomy in managing resources to achieve educational goals effectively and efficiently.

School-based management is also defined as a process of school community cooperation, implemented through the principles of autonomy and participation, to achieve educational goals. According to Rohiat (2012) School-Based Management is a school management model that provides autonomy (greater authority and responsibility to the principal), provides flexibility or flexibility to the school, encourages direct participation from school residents (teachers, students, principals and employees) and the community (parents of students, community leaders, scientists, entrepreneurs), and improves school quality based on national education policies and applicable laws and regulations.

2.2 Google Sites

Google Sites is a service that allows you to create a website. As part of Google Workspace (formerly G Suite), Google Sites provides numerous productivity features and seamless

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integration with other Google applications. Google Sites is a tool for creating websites or web pages for teams, projects, events, or other special needs. Sites is an ideal tool for creating internal websites that will only be accessed by specific individuals with tailored features and functions.

Google Sites functions to increase team productivity. Some scenarios that are suitable for Sites include: Intranet for institutions or companies, such as guidelines, regulations, contact information, and so on; Project teams with meeting calendars (Google Calendar), documents (Google Docs), budget sheets (Google Sheets), and presentations (Google Slides); Displaying online resumes such as: education information, achievements, and others; Online portfolios to showcase work such as: articles, poster designs, videos, and others; and Class or Community websites that contain lesson schedules, agendas, class rules, and to-do lists. maps to event locations, member data, photo collections, and others.

Some of the advantages of Google Sites include: Free, Easy to access and create, Does not require programming and database skills, Suitable for beginners who want to create a website for the first time, Does not require software installation, Integrated with Google Apps, Creators can access anywhere and have complete control over access rights, Can function as a simple project manager. Some of the disadvantages of Google Sites include its limited functions and features compared to other website builders. Not suitable for business and professional websites. Only supports integration with Google applications. Non-Google applications may not be used. The website address URL is too long and must start with "sites.google.com/site/", which makes it less attractive.

3. Method

This study employs the Borg and Gall development model; however, due to time and resource constraints, product development will be focused only up to the fifth step, namely, the revision of the main product. Based on the research method used, this study aims to develop a digital transformation of school management by utilizing Google Sites. The research timeline encompasses several activities conducted from July to October, including identifying potential problems, collecting information, designing products, validating designs, revising designs, conducting product trials, and implementing product revisions. The subjects in this study were the principal, teachers, administrative staff, and stakeholders at SD Kristen Lentera Ambarawa.

The development procedure begins with collecting research and information, specifically identifying problems in school management. Researchers conducted an analysis of school management needs at SD Kristen Lentera Ambarawa through observation, documentation studies, and interviews, which revealed that the current school management was not yet effective. The next stage is planning, which includes problem tracing, compiling research objectives and procedures, using data triangulation to identify problems, determining the objectives and benefits of digital transformation of school management by utilizing Google Sites, compiling product designs, and formulating product validation instruments. The product design stage involves developing school management designs with Google Sites and creating instructions for use. Evaluation is carried out at each stage, starting with data verification at the school, followed by consultation with supervisors, expert validation, and trials conducted at the school.

Management experts and ICT specialists conducted product validation to determine the advantages and disadvantages of the product, as well as to assess its effectiveness and feasibility. The trial design was conducted after the product revision to check its efficiency compared to the old product, with a limited trial in Elementary Schools throughout the Buana Krida Cluster, Ambarawa District. Trial subjects were selected using purposive sampling

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techniques based on the criteria of good ICT skills. Data collection techniques included in-depth interviews, observations, questionnaires (for validation and limited trials), and documentation studies related to school management. Data collection instruments consisted of interview guidelines, questionnaires, and documentation instrument grids. Qualitative data validation employed triangulation of sources and techniques, whereas quantitative data validation relied on expert judgment and statistical analysis.

4. Result

Based on the study's results, which were analyzed using source triangulation and method triangulation. In source triangulation, researchers collected data from several sources, namely the principal, grade 5 teachers, administrative staff, representatives, and parents of students. In the triangulation technique, researchers collected data through observations, interviews, and documentation. Researchers collected data from 8:00 am to 2:00 pm WIB in the morning. After the data were collected, the researchers analyzed the results and drew their conclusions.

The stages in analyzing data began with reviewing and viewing all data collected from observations, interviews, and documentation from the principal, grade 5 teachers, administrative staff, representatives, and parents of students at SD Kristen Lentera Ambarawa. The data were then processed continuously during the research, using a descriptive approach that describes an object or phenomenon as it occurs, allowing conclusions to be drawn in writing. The results obtained are as follows:

4.1 School conditions before digital transformation in school management

Lentera Ambarawa Christian Elementary School is an elementary school founded on Christian values , committed to holistic education. This school has a vision to become a leading institution, distinguished by its faith, character, science, and technology, and characterised by high achievement, intelligence, independence, and a national cultural foundation. This school is located at Jalan Dr. Cipto Mangun Kusumo No.20, Ambarawa. Lentera Ambarawa Christian Elementary School had 258 students in the 2024/2025 school year, consisting of 119 male students and 139 female students, with 24 educators and education staff. Each teacher is required to have a minimum of a Bachelor's degree (S1) as a form of the school's commitment to maintaining the quality of teaching and learning. To provide better education services, the school continues to adapt to developments in the era, including the use of digital technology.

Previously, school administration management still faced various challenges, such as data scattered across various documents, both in printed and digital forms, making it difficult to find information quickly and accurately. In compiling class administration, teachers often collect data manually, which not only takes time but also increases the risk of errors and data inconsistencies. Additionally, school operators often struggle to prepare administrative reports promptly due to limited access to organised information. These are the conditions that underlie the digital transformation of school management at SD Kristen Lentera Ambawa.

The reason for utilizing Google Sites in school management is that it represents a crucial strategic step in digital transformation, aimed at improving efficiency, effectiveness, and transparency in educational management. The purpose of utilizing Google Sites is to improve school management that is more integrated, transparent, and easily accessible. Schools can create a better learning environment, increase parental involvement, and enhance educational management to address challenges in the digital era.

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4.2 Challenges in digital transformation

In the process of implementing digital transformation in school management at SD Kristen Lentera Ambarawa, several obstacles are faced, both from technical and non-technical aspects. One of the technical obstacles encountered is adaptation to new technology. Some teachers and staff feel less enthusiastic about digitalization. There are concerns that the use of technology will increase the workload compared to manual systems. Some teachers and school staff members are still less familiar with using Google Sites. Before digitalization in school management, administrative data was scattered across various unstructured physical and digital documents (unorganized data). So it takes time to train and accustom users to using the digital system optimally. Additionally, non-technical obstacles that arise include a lack of understanding of the benefits of digitalization. Parents initially did not understand the purpose of the digital system and considered it less important.

The strategies implemented by schools to address these challenges include allocating time for training and familiarising users with digital platforms, as well as selecting user-friendly platforms and conducting further socialisation with teachers, students, and parents to ensure that all parties understand the benefits of digital transformation. In addition, it also seeks to create partnerships by providing opportunities for school stakeholders to share their ideas, so that they feel a sense of belonging to the program being implemented. As a learning leader, the principal has a key role in ensuring the success of digital transformation in school management. Encouraging a culture of innovation in schools so that teachers, education personnel, students, and parents are more confident in adopting technology.

4.3 Developing the digital transformation of school management by utilizing Google Sites

Developing an effective digital transformation of school management requires careful planning that focuses on practitioner experience, feedback, and analysis of weaknesses and challenges faced. This Google Sites-based school management application was developed at SD Kristen Lentera Ambarawa with a systematic approach based on Borg & Gall's development theory, which includes five main steps: research and initial information collection, planning, initial product development, field trials, and revision of the main product. These steps are designed to ensure the relevance and effectiveness of digital transformation in the context of school management, enabling it to overcome challenges in this area.

Initial research and information gathering were conducted through interviews with principals, teachers, and parents of students, revealing several challenges faced by schools in managing their management, including: 1) Weak communication, both internally and externally. Teachers often do not know if there is program A, program B, or program C at school. The school's primary method of communication with parents is via WhatsApp, and important information is often forgotten or conveyed too late. 2) The principal has not facilitated a collaboration space between stakeholders. 3) The skills of staff and teachers in developing school digitalization are still limited, thus hampering the implementation of digital platforms. 4) Not all parents can actively participate and be involved in school activities or programs for work reasons. Based on the results of this initial research, a Google Sites-based digital transformation was designed, featuring a chart outlining the planning for developing a Google Sites-based school management application. This plan encompasses organizing, implementing, and evaluating the application, including problem identification, concept development planning, product creation, and user guides.

The results of expert validation for the Google Sites-based school management application showed very good overall results, with an average score of 90.55%. The aspects of display quality, navigation, and content were rated "very good" with an average of 92.5%. Additionally, the management quality aspect was rated "very good" with an average of 88.6%. The validator gave

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the following suggestions: overall, the Google Sites-based school management application is good. The school committee's menu has not been accommodated. Please add the schedule or agenda of school committee meetings, as well as school committee programs, for target users from middle to upper economic backgrounds who are interested in mastering technology. This validation was conducted by two experts, specifically an educational technology expert and an educational management expert, using a Likert scale-based instrument. These results indicate that the model is generally feasible in terms of appearance, benefits, and technical aspects, although some improvements are still needed.

Table 1. Validation results by experts

No	Aspect	Average	Category
1.	View	95	Very Good
2.	Relevance	88	Good
3.	Navigation	95	Very Good
4.	Content	92	Very Good
	All Aspect	92,5	Very Good

The limited trial began with a presentation from the researcher about the Google Sites-based school management application product, then a trial of using a digital application based on Google Sites as a medium of communication and collaboration by trial participants, followed by filling out a questionnaire, and ending with an FGD (Focus Group Discussion). The trial lasted for four weeks, involving three user groups: teachers, principals, and parents of students. Activities included delivering school programs, collecting school data, disseminating information, and making school announcements. The trial results showed good acceptance from all groups; the display aspect received the highest rating (96%) and was rated as "very good". The relevance aspect received an average of 90.2%. The Navigation aspect received an average (94.4%) because Google Sites makes it easier to display information and include information links for teachers, principals, and administrator management. The content aspect received an average (94.2%) with the very good category.

The analysis of the trial results shows that the quality of the Google Sites-based school management application is considered good by teachers, principals, and parents of students. The appearance, navigation, and content aspects are categorised as Very Good, indicating that the Google Sites-based school management application makes it easier for principals, teachers, staff, and school stakeholders to manage their school effectively. Principals and teachers are assisted in finding important documents quickly and effectively. Meanwhile, parents of students feel the benefits of the discussion forum feature in receiving school information. Overall, this Google Sites-based school management application is considered highly effective in terms of its usefulness and in facilitating collaborative communication among school stakeholders.

5. Discussion

The use of Google Sites is considered to support collaboration through its features. According to Suryanto (2018), Google Sites is an application that has various interesting advantages. This application enables all parties to access information at any time and from anywhere, supporting collaborative work patterns that are not constrained by time or place. The user-friendly display makes it easy for users, including parents who are less familiar with technology, to participate actively. Google Sites can be integrated with other Google applications, such as Google Calendar and Forms, to support the management of school activities.

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The trial results show that the use of Google Sites-based school management applications can help digital transformation in schools. This finding supports the view that integrating technology in school management can increase collaboration and involvement. In the context of SD Kristen Lentera Ambarawa, this model aligns with the school's vision and mission, which prioritizes faith, character, and the integration of science and technology. The application of this model is not only relevant to answer the needs of education in the digital era, but also strengthens the relationship between schools and parents. The core activities of digital transformation in school management, utilizing Google Sites, specifically the data management stage and information and communication facilities, can be designed and managed through this platform. For example, the use of centralized data storage through Google Drive and Google Docs, as well as spreadsheet facilities, enables those involved to access and collaborate effectively. In contrast, the Google Sites display can be used to showcase school information content or links relevant to the school.

The implementation of digital transformation activities for school management using Google Sites at SD Kristen Lentera Ambarawa has yielded significant positive changes, including improved efficiency in information management. All important documents and information can be accessed through a centralised portal. The principal, teachers, and staff can store grades, schedules, and school reports in an organized and easily accessible manner. The principal can easily access and verify administrative documents. This study clarifies that Google Sites is one of the platforms that is easy to use and is utilized by schools, particularly teachers and educational personnel, for managing educational units. According to the results of data analysis, users prefer integrated documents in a single Google Workspace container and a collection of links contained in Google Sites, which are well-organized and practical to use.

With the use of digital information technology, it can accelerate the process of disseminating information, create more flexible structures, and facilitate information searches. High flexibility when and where principals and teachers can do their jobs (Raja & Nagasubramani, 2018). Another impact of this digital transformation is the increase in digital competence of teachers. Teachers become more proficient in using technology to teach and manage data. Teachers are increasingly proficient in using Google Sites, Google Docs, Google Spreadsheets, and Google Drive to facilitate class administration. It also helps teachers currently process grades digitally. Therefore, this digital transformation can increase the need for teacher training. Furthermore, teachers' attitudes towards digital technology are key factors in the successful implementation of information and communication technology in education (Hamidi et al., 2011).

Positive responses also came from all school stakeholders. Principals, teachers, students, and parents felt the direct benefits of this system. Schools received recognition for their innovation in digital transformation of school management by utilizing Google Sites, as acknowledged by the school committee. It is hoped that this development can add digital features or services that will further facilitate school management. Parents are pleased to have access to the most up-to-date school information. As explained by Lubis and Sunasih (2019), parental responsibility and participation have a significant impact on the situation, conditions, and social dynamics within the student's learning environment. Parents are also happy to be involved in school activities. Information on the Google Sites platform regarding the implementation of programs involving parents tends to be effective. For example, the schedule of parenting activities, cooperation in extracurricular development, and financial support for specific programs, all of which are available in the Google Sites Application, can be easily accessed and followed by parents of students. Collaboration in this implementation stage strengthens the connection between the school and the external environment (Sasongko, 2015). Therefore, the digital transformation of Google Sites-based school management also plays a role

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in strengthening parental involvement in supporting the student learning process, as well as increasing the transparency and accountability of schools in their management.

The success factors of digital transformation in school management at SD Kristen Lentera Ambarawa are influenced by several key factors, namely the Principal's Visionary Leadership. The principal has a strategic role in initiating, managing, and ensuring the sustainability of digital transformation. Other factors include the willingness and readiness of teachers, education personnel, and parents to adopt technology. The factors influencing failure are the lack of digital competence among teachers and staff. Not all parents understand or support the digitalization of education, as there is a lack of periodic evaluation of the effectiveness of digital transformation.

The good thing that is obtained in this study is a positive change in how schools are managed and how educational services are provided, so that it can improve the quality of educational services, effectiveness in management, support the development of digital competence, and strengthen collaborative relationships between all parties involved in the world of education. So that the ideals of the Indonesian Nation for 2045, Towards Golden Indonesia, can be achieved together.

6. Conclusion and Implications

This study demonstrates that the digital transformation in school management, implemented at SD Kristen Lentera Ambarawa using Google Sites, has led to significant improvements in the effectiveness, efficiency, and transparency of school management. The implementation of Google Sites as a school management platform facilitates integrated data storage, enhances communication between stakeholders, and promotes collaboration among principals, teachers, staff, and parents of students. The results of the trial and validation indicate that all user groups highly regard this application in terms of appearance, navigation, content, and relevance. This transformation also has a positive impact on improving the digital competence of teachers and education personnel, as well as strengthening parental involvement in supporting school activities. The principal plays a crucial role as a visionary leader who encourages innovation and fosters a digital culture within the school environment.

However, several challenges need to be overcome, including the limited digital competence of some teachers and staff, as well as the lack of understanding among some parents regarding the importance of digitalising education. The strategies implemented to overcome these challenges, including training, socialisation, and the creation of collaborative spaces, have proven effective in increasing participation and fostering a sense of ownership among all stakeholders in this program. Overall, the Google Sites-based digital transformation at SD Kristen Lentera Ambarawa has proven to be both feasible and effective in enhancing the quality of educational management, as well as relevant in addressing the challenges of the digital era. This success supports ongoing efforts to improve the quality of education continuously and contributes to achieving the national education vision towards Indonesia *Emas* 2045.

Based on the results of this study, several suggestions can be made. For schools, it is recommended that they continue to develop innovative school management improvement strategies that involve all stakeholders, optimizing the use of technology, such as WhatsApp or Google Sites, to disseminate information and promote school activities. For parents, it is expected that they will continue to support school programs through active involvement in both academic and non-academic activities. For subsequent researchers, this study can serve as a basis for new findings on school management, particularly in terms of digitalisation and

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collaboration among multiple schools, to gain a broader perspective on the effectiveness of digital transformation in school management.

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