

Implementation Of Google Site As A School Administration System (A Case Study At Upt Smp Negeri 3 Baebunta, North Luwu Regency)

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Abstract

This research aimed to (1) analyze and describe the implementation of Google Site as a school administration system, and (2) identify the supporting and inhibiting factors of its implementation at UPT SMP Negeri 3 Baebunta. The background of this study is the need for the transformation of school administration from a manual and fragmented system to an integrated digital system to enhance efficiency, transparency, and accountability. This study used a descriptive qualitative approach. Data were collected through in-depth interviews, observations, and documentation with the school principal, vice principal for curriculum, head of administration, school operator, and P5 coordinator. The research findings indicate that the implementation of Google Site successfully designed a centralized and integrated digital administration platform, serving as a "one-stop portal" that integrates various Google Workspace services. This platform addresses the school's real needs for centralizing teaching materials, archiving personnel data, standardizing data collection workflows, and publishing the P5 flagship program. The main supporting factors for its success were (a) full support from leadership legitimized by official policy, (b) the availability of adequate infrastructure, (c) the potential of human resources with the presence of early adopters, and (d) a real, felt need from stakeholders. The primary inhibiting factors were non-technical, namely (a) psychological resistance to change from some senior teachers, and (b) the challenge of maintaining long-term user motivation. It is concluded that the implementation of Google Site has successfully transformed the school administration system. This success was driven by a synergy of strong supporting factors, while the main human-centric challenges can be overcome through continuous support via the school's Learning Community (Kombel).

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INTRODUCTION

Background of the problem

Education is a primary pillar in the development of a nation's civilization, which continues to evolve in the face of digitalization. This change impacts how educational institutions manage their administration. In Indonesia, Law No. 20 of 2003 concerning the National Education System emphasizes the importance of utilizing all resources in education, including digitalization in management. The shift from manual recording to digital information management systems provides educational institutions with the power to manage school administration more effectively. An efficient, transparent, and accountable administrative management can create a conducive learning environment, allowing teachers to focus on their primary task of educating students.

However, this digital transformation also presents challenges, such as data security, which becomes critical as educational institutions store significant personal data of teachers and students. In Indonesia, the urgency for digital implementation has increased since the Ministry of Education and Culture launched the Belajar.id account on December 11, 2020, providing access to Google Workspace for Education. Despite this facility, the utilization is not yet optimal. A preliminary survey in Luwu Utara showed that out of 246 elementary schools and 77 junior high schools, only 49 teachers responded, with 38.8% not using Google Site. This indicates a lack of maximization of Belajar.id accounts in utilizing Google Site by educators in Luwu Utara.

UPT SMP Negeri 3 Baebunta faced challenges with a fragmented and inefficient manual administration system. The need for an integrated system was evident to improve efficiency, transparency, and accountability. This research was initiated to address this gap by implementing Google Site as a centralized administration system, aligning with the North Luwu Regent's "One School One Innovation" policy and the Ministry of Education's push for technology utilization. Therefore, this study aims to analyze the implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta, including its supporting and inhibiting factors.

Formulation of the problem

The formulation of the problem in this study is as follows:

1. How is the implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta?



2. What are the supporting and inhibiting factors in the implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta?

LITERATURE REVIEW

Principal's Strategic Management

Strategic management in a school context involves a series of planned steps taken by the principal to enhance the school's effectiveness and productivity. According to George R. Terry, this process includes planning, organizing, actuating, and controlling. Planning involves setting goals and determining the methods to achieve them. Organizing is the act of creating effective working relationships among individuals. Implementation is the most crucial function, as it directly relates to the people within the organization. Supervision ensures that all functions run effectively. In an educational setting, the principal's strategy is vital for building good communication patterns and clear procedures, enabling teachers and staff to carry out school activities effectively.

Google Site for School Administration

Digitalization is the process of converting analog information into a digital format, which facilitates easier processing, reception, and dissemination. In school administration, digitalization can make data management more planned, efficient, and accessible. Google Site is a web-based platform from Google that allows the creation of simple websites without requiring in-depth coding knowledge. A key advantage of Google Site is its integration with the Google Workspace for Education suite, which is accessible via the Belajar.id account provided by the Indonesian Ministry of Education and Culture. This integration transforms Google Site from a static webpage into a dynamic, collaborative, and centralized administration system. It can serve as a central dashboard, while other applications like Google Drive, Docs, Sheets, and Forms act as the data management engines. Research by Rahmat & Yusup (2021) shows that utilizing Google Workspace can significantly improve the effectiveness of school administrative management.

Teacher Performance

Teacher performance is the level of success a teacher achieves in carrying out their educational duties according to their responsibilities and authority. It is a critical factor in determining student success and the overall quality of education. According to Arifin & Barnawi (2014), teacher performance can be measured through several competencies: pedagogical, professional, social, and personality. The principal plays an important role in improving teacher



performance by demonstrating leadership that motivates, establishing supportive relationships, and considering individual needs. An effective principal's strategy will directly impact teacher performance, leading to increased enthusiasm and better execution of duties.

RESEARCH METHOD

Research Approach

This study uses a qualitative approach to deeply understand the phenomenon of implementing Google Site as a school administration system based on the collected data. According to Moleong (2005), qualitative research aims to understand phenomena experienced by research subjects holistically, through description in the form of words and language in a natural context.

Research Design

This research employs a case study design. The qualitative approach with a case study type was chosen because the researcher wanted to understand in-depth the strategic management process carried out by the principal in improving teacher performance, including the aspects of planning, implementation, and evaluation. This design is suitable for studying managerial practices within the context of an educational institution as a whole.

Research Focus

The focus of this research is in accordance with the research problems, namely:

1. A description of the planning and implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta.
2. An identification of the supporting and inhibiting factors in the implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta.

Research Data and Data Sources

The data and data sources in this study consist of:

1. **Primary Data Sources:** The primary data were collected through in-depth interviews with the principal, vice principal for curriculum, head of administration, school operator, and P5 coordinator, who are directly involved in the implementation of the Google Site-based administration system. Data was also gathered through direct observation of the system's use in school administrative activities.



2. **Secondary Data Sources:** Secondary data includes school documents such as the School Operational Curriculum (KOSP), annual work plans, activity reports, and archives. Additionally, literature from books, journals, and previous studies relevant to the research topic was used.

Data collection technique

In this study, data collection techniques were used to obtain valid data from various sources:

1. **Observation:** Direct observations were conducted to see the facilities, infrastructure, and the process of implementing the Google Site system at UPT SMP Negeri 3 Baebunta.
2. **Interview:** In-depth interviews were conducted with the principal, vice-principal, and teachers to gather information regarding the strategies, implementation process, and the supporting and inhibiting factors.
3. **Documentation:** Documentation in the form of photos and school documents (e.g., decrees, meeting minutes, curriculum documents) was collected to support and verify the information obtained from interviews and observations.

Data Validity Techniques

The data validity was checked using triangulation techniques, specifically source triangulation and method triangulation. Source triangulation involved comparing and cross-checking information obtained from different informants (principal, teachers, administrative staff). Method triangulation was performed by cross-verifying data collected through interviews with data from observations and documentation to ensure accuracy and reliability.

Data Analysis Techniques

The data obtained were analyzed using the interactive qualitative data analysis model by Miles and Huberman, which consists of three interconnected processes: data reduction, data presentation, and conclusion drawing/verification.

1. **Data Reduction:** The collected data was selected, simplified, and focused to include only information relevant to the research objectives.
2. **Data Presentation:** The reduced data was organized and presented in a structured form, such as narrative text and matrices, to make it easier to understand and analyze.
3. **Drawing Conclusions and Verification:** In the final stage, conclusions were drawn from the



presented data to answer the research questions. These preliminary conclusions were continuously verified throughout the research process to ensure their validity.

RESULT

Implementation of Google Site as a School Administration System

The implementation of Google Site at UPT SMP Negeri 3 Baebunta transformed the school's administration from a manual and fragmented system into an integrated digital platform. This process was conducted through structured and participatory stages. It began with an initial audience with the school principal on November 26, 2024, to build commitment. The principal responded enthusiastically, stating, "Excellent. I have indeed been planning to move UPT SMP Negeri 3 Baebunta towards digitalization... hopefully with your presence here, my mission can be realized".

This was followed by an in-depth needs analysis through interviews with key personnel. The principal prioritized the digitalization of teacher administration, personnel data, and attendance systems to ease supervision. The Vice Principal for Curriculum highlighted the need for a centralized system to manage scattered curriculum data. The Head of Administration hoped for a "one-stop portal" to integrate manual tasks like correspondence and archiving. The Data Operator sought a standardized data collection workflow to minimize human error, and the P5 Coordinator required a digital portfolio for student projects.

Based on this analysis, a Google Site was developed as a central hub (<https://sites.google.com/guru.smp.belajar.id/uptsmpn3baebunta/home>). The site integrates various Google Workspace tools and features several key pages:

- **Home Page:** Displays dynamic information like a photo carousel, embedded YouTube videos of school activities, and contact information.
- **SI PASTI (Integrated and Innovative School Administration System):** The core of the administrative system, providing access to forms for incoming/outgoing mail, a guest book, teacher attendance, and a database, all flowing into a central Google Drive repository.
- **Curriculum and P5 Program Pages:** Provide centralized access to teaching materials, the school calendar, P5 modules, and documentation of projects.
- **GTK (Teacher and Education Personnel) Page:** Contains a directory of teachers and staff, along with links to official assignment letters stored in Google Drive.

The implementation culminated in a Focus Group Discussion (FGD) on April 29, 2025, with all teachers and staff. During the FGD, the platform was demonstrated, and feedback was gathered.



While tech-savvy teachers showed great enthusiasm, some senior teachers expressed concerns about the complexity. The principal addressed this by promising intensive support through the school's Learning Community (Kombel). The process resulted in a collective commitment to adopt the platform fully in the 2025/2026 academic year, legitimized by an official school decree (Surat Edaran No. 400.3.5/04.175/SMPN.3/BBT-LU/IV/2025).

Supporting and Inhibiting Factors in Implementation

The research identified several key supporting and inhibiting factors that influenced the implementation process.

Supporting Factors:

1. **Strong Leadership and Policy Alignment:** The principal's unwavering support and clear vision for digitalization were the primary drivers. This was formalized through a school decree and was aligned with the North Luwu Regent's "One Teacher, One Digital Innovation" program, providing strong external legitimacy.
2. **Adequate Infrastructure:** The school was well-equipped with a functional computer lab, 30 laptops for teachers, and free WiFi access, which removed significant technical barriers. As the Head of Administration confirmed, "God willing, the facilities here are very supportive".
3. **Human Resource Potential:** The presence of 'early adopters'—teachers who are already skilled in technology, such as a Google Master Trainer (GMT) alumnus and the IT teacher—served as a crucial internal resource for mentoring colleagues.
4. **A Real, Felt Need:** The initiative was not imposed but born from a widely recognized need among stakeholders for a more efficient system. This created a sense of collective ownership over the new platform.

Inhibiting Factors:

The main obstacles were non-technical and related to human aspects.

1. **Psychological Resistance to Change:** A minority of senior teachers, comfortable with decades-old manual routines, showed resistance. This was expressed as anxiety and a feeling that the new technology was "complicated". It was a resistance rooted in habit and fear of leaving their comfort zone, not a rejection of progress itself.
2. **Maintaining Long-Term Motivation:** A key challenge identified, particularly by the Head of Administration, is sustaining the momentum and motivation for all staff to consistently use the platform after the initial excitement fades. The proposed solution for both inhibiting factors was continuous and patient peer-mentoring through the school's Learning



Community (Kombel).

CONCLUSION

Based on the research and discussion, the following conclusions can be drawn:

1. The implementation of Google Site as a school administration system at UPT SMP Negeri 3 Baebunta has successfully transformed the administration from a manual, fragmented system to an integrated and centralized digital platform. The process involved structured and participatory stages, including building leadership commitment, conducting a thorough needs analysis across all school units, and iteratively developing the platform. The resulting Google Site functions as a "one-stop portal" that integrates various Google Workspace services to address the school's specific needs for supervision, data archiving, workflow standardization, and program publication.
2. The success of the implementation was driven by a synergy of strong supporting factors, namely: (a) full and visionary support from the principal, legitimized by formal policy; (b) the availability of adequate technological infrastructure; (c) the potential of human resources, including the presence of 'early adopters' to act as mentors; and (d) a shared, real need for a more efficient system, which fostered collective ownership.
3. The primary inhibiting factors were non-technical and human-centric, consisting of (a) psychological resistance to change from some senior teachers accustomed to manual processes, and (b) the challenge of maintaining long-term user motivation. These challenges are expected to be addressed through continuous, empathetic support and peer-mentoring within the school's internal Learning Community (Kombel).

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