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## MOLAH GATI INNOVATION IN IMPROVING THE QUALITY AND EFFICIENCY OF SCHOOL ADMINISTRATION IN MATARAM CITY

Uchaimid Biridlo'i Robby<sup>1)</sup>, Tania Andari<sup>2)</sup>, Adi Suhendra<sup>3)</sup>, Soeharto Soeharto<sup>4)</sup>

<sup>1)</sup> *Badan Riset dan Inovasi Nasional, Jakarta, Indonesia*

*E-mail: [ucha001@brin.go.id](mailto:ucha001@brin.go.id)*

<sup>2)</sup> *Badan Riset dan Inovasi Nasional, Jakarta, Indonesia*

*E-mail: [tani001@brin.go.id](mailto:tani001@brin.go.id)*

<sup>3)</sup> *Badan Riset dan Inovasi Nasional, Jakarta, Indonesia*

*E-mail: [adisuhendra.idn@gmail.com](mailto:adisuhendra.idn@gmail.com)*

<sup>4)</sup> *Badan Riset dan Inovasi Nasional, Jakarta, Indonesia*

*E-mail: [soeharto@brin.go.id](mailto:soeharto@brin.go.id)*

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**Abstract.** Education as a sector that also experiences significant impacts from technological developments requires innovation in overcoming the complex challenges of school administration. This research article discusses the implementation of Integrated Digital-Based School Management, or Molah Gati, in Mataram City. This initiative is in line with the global movement towards digital transformation in education. Molah Gati uses a Belajar.id account based on Google Workspace for Education (GWE) to integrate various digital features, such as Google Site, Google Form, Google Sheet, Google Meet, Google Drive, and Google Doc. The goal of Molah Gati implementation is to improve the efficiency and effectiveness of school administration. This article provides a concrete evaluation of the implementation of Molah Gati at SDN 23 Ampenan, Mataram City, using qualitative research methods. The results show the positive impact of Molah Gati in the efficiency of letter filing, online teacher meetings, real-time monitoring of teaching tools, extracurricular recording, and reporting of educational activities. This innovation was successfully replicated in several regions and received significant support from related parties, as indicated by the Regional Innovation Index.

**Keywords:** Digital School Management, Molah Gati, Digital Transformation, Google Workspace for Education, School Administration Efficiency, Innovation Evaluation.

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### I. INTRODUCTION

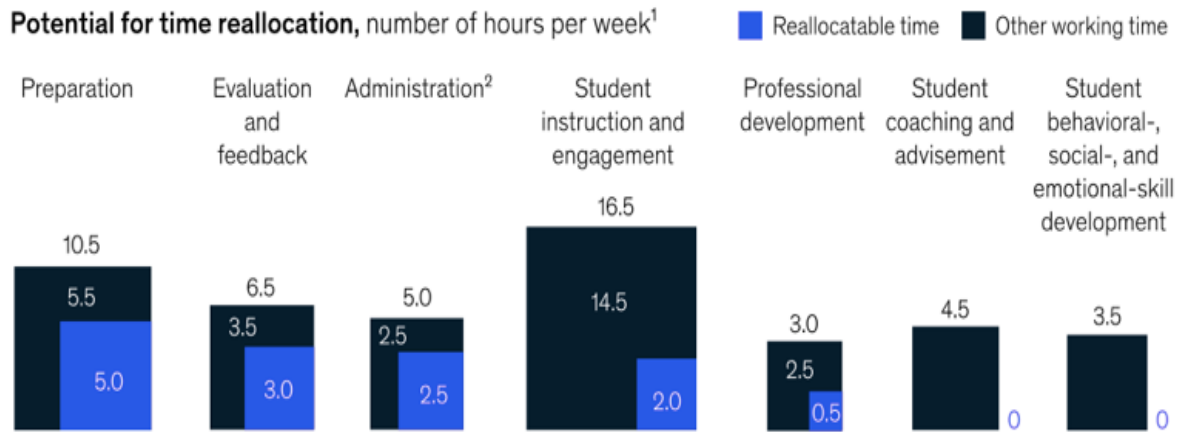
School administration in Indonesia is still faced with various challenges that directly impact the quality of education. Education is the right of all human beings, a pledge contained in the Universal Declaration of Human Rights passed by the UN General Assembly in 1948. (United Nations, n.d.). Despite being part of human rights, there are still many shortcomings in the implementation of education around the world. One of them is Indonesia, which has a higher education ratio of 36.3%. This means that more than 60% of students who graduate from upper secondary education do not continue to higher education. (GoodStats Data, n.d.). Furthermore, the average Indonesian student receives an education for 8.6 years. Indonesia's education ratio is very far behind a number of developed countries with the largest higher education ratio such as Australia with a ratio of 114.2%, South Korea with a ratio of 102.5%, and Singapore at 93.1%. (GoodStats Data, n.d.). One of the main problems is the suboptimal efficiency and quality

of administrative management in Indonesia. Many schools, especially those in rural and remote areas, experience problems with administrative management, such as recording student data, financial management and distribution of educational resources.

A lack of information technology expertise can worsen administrative activities as many tasks are still performed manually. Limited skilled human resources in administration is also a significant obstacle. Many school administrative staff have not received adequate training in the use of digital tools or technology to improve work efficiency. As a result, time and energy that could be used for more productive activities, such as academic planning or developing the quality of teaching, are instead consumed by slow and inefficient administrative activities. Teachers often cite unmanageable administrative tasks as their biggest source of fatigue and burnout. By automating routine administrative tasks, AI can help streamline teachers' workflows, giving them more time to build relationships with students and foster their learning and

development. (World Economic Forum, 2023). As the figure below shows, technology can help teachers allocate 20-30% of

their time to activities that support student learning. (McKinsey, n.d.).



<sup>1</sup>Figures may not sum, because of rounding. Average for respondents in Canada, Singapore, United Kingdom, and United States.  
<sup>2</sup>Includes a small "other" category.  
 Source: McKinsey Global Teacher and Student Survey

Source: McKinsey 2020

Globalisation is a challenge for school administration that impacts on Indonesia's ability to compete internationally in terms of education quality. In developed countries, school administration systems are modernised and digitalisation of administration is standard. The utilisation of big data and artificial intelligence (AI) in some countries allows for faster, more precise and accurate education management. Here, the role of innovation in school administration becomes very important. Seeing these various problems, Molah Gati innovation comes as a solution that is expected to fulfil the urgent need to improve the quality and efficiency of school administration in Indonesia. Molah Gati is an innovative approach that emphasises the use of technology, improved governance and HR training to improve the effectiveness of school administration. By implementing this innovation, it is hoped that schools in Indonesia can catch up with international standards and increase global competitiveness in education.

The education sector is significantly affected by technological advances. This research article aims to find out and analyse the implementation of the Integrated Digital-Based School Management innovation, known as Molah Gati, which has been introduced by the Mataram City Government through the Research and Development Agency. Molah Gati is implemented as a progressive step to address complex challenges in school administration, by utilising the potential of digital technology to improve the effectiveness and efficiency of the education administration process.

This initiative is in line with the broader global movement towards digital transformation in education, which involves modifying educational concepts, using digital tools, and training teachers (Zhou *et al.*, 2023). School management is still done manually in many schools due to the lack of an integrated system for digitising school administration, such as

filing letters, proofreading teachers' lesson plans, meeting minutes, mail expeditions, teachers' teaching agendas, and extracurricular reports, reflecting the barriers that educational institutions face in fully embracing digital technology for administrative processes. (Salynskaya and Yasnitskaya, 2022)..

As the basis for the implementation of Digital-Based School Management (Molah Gati), the government has issued Persesjen Regulations Number 16 of 2021 and Persesjen Number 20 of 2022. This regulation provides technical guidelines for the utilisation of basic education data for learning service access accounts, supported by *Google Workspace for Education* (GWE)-based Belajar.id accounts in facilitating online learning and administrative processes. (Nuraeni, 2021) (Hafid and Barnoto, 2022).

To overcome these problems, the Research and Development Agency of Mataram City created Digital-Based School Management (Molah Gati), an integrated school management system that utilises the Belajar.id account. Digital Based School Management (Molah Gati) integrates various GWE features such as *Google Site*, *Google Form*, *Google Sheet*, *Google Meet*, *Google Drive*, and *Google Doc*. It is expected that Digital-Based School Management (Molah Gati) can provide convenience, effectiveness, and efficiency in the school administration process.

The integration of digital technology in education, as exemplified by the implementation of Integrated Digital-Based School Management (Molah Gati) in Mataram City, is a significant step towards improving the efficiency and effectiveness of school administration. (Mwambela and Mwendi, 2019).. This initiative is in line with the broader context of technology education, which emphasises the need for a conceptual framework for developing curriculum and delivery of technology education, especially in early childhood, to ensure effective integration of digital tools in the educational

environment. (Turja, Endepohls-Ulpe and Chatoney, 2009).. In addition, school improvement patterns in digitally innovative schools emphasise the importance of digital transformation, digital maturity, and structural change, which are important considerations for the successful implementation of a digital school management system (Molah Gati, 2009). (Pata *et al.*, 2022)..

In the context of the leadership skills required to develop school programmes in the digital age, it is crucial to recognise the importance of proper management of social media and digital tools, integration of communication strategies, and development of confidence for various initiatives from teachers and parents. (Sobri *et al.*, 2021). These aspects are particularly relevant in the context of implementing a digital-based school management system (Molah Gati), as they contribute to the effective utilisation of digital resources and the successful integration of technology in education. The implementation of a digital-based school management system (Molah Gati) is a progressive step in utilising digital technology to improve the efficiency and effectiveness of school administration. Based on insights into digitalisation impact assessment, technology education, school improvement in a digitally innovative environment, and leadership skills in the digital era, successful implementation of the initiative requires careful consideration of digital transformation, curriculum development, structural changes, and effective leadership strategies to maximise the benefits of digital technology in education.

This research aims to implement and evaluate the innovation of Integrated Digital-Based School Management (Molah Gati) as a progressive effort in utilising digital technology to improve the efficiency and effectiveness of school administration. Through achieving this goal, this research is expected to contribute to an in-depth understanding of the impact and effectiveness of the implementation of Integrated Digital-Based School Management (Molah Gati) in the context of digital education.

The locus of this research is Mataram City, where Molah Gati has been implemented as part of the government's efforts to respond to the challenges of school administration in the digital era. Mataram City became the arena for this research to explore relevant information related to the implementation of Molah Gati and its impact on the efficiency of education administration.

Previous literature reviews have been conducted to evaluate the conceptual framework and impact of technology implementation in the educational context. Some studies, such as those conducted by (Mwambela and Mwendu, 2019), (Turja, Endepohls-Ulpe and Chatoney, 2009), (Pata *et al.*, 2022), (Sobri *et al.*, 2021)), have provided valuable insights into digital transformation in education and school administration issues. Then the research conducted (Salynskaya and Yasnitskaya, 2022)(Salynskaya and Yasnitskaya, 2022), highlighted the challenges in managing school administration that is still done manually in findings such as filing letters, lesson plans, meeting minutes, mail expeditions, teacher teaching agendas, and extracurricular reports, have reflected significant obstacles faced by educational institutions. Previously, the successful implementation of technology in

school administration has been the focus of several studies. One of the main challenges is that school management is still done manually in many places, reflecting the lack of an integrated system to digitise school administration. At the global level, the digital transformation movement in education also includes the modification of educational concepts, the use of digital tools, and teacher training (Zhou *et al.*, 20). (Zhou *et al.*, 2023).

While many previous studies have explored certain aspects in the context of digital education, this research article focuses on a concrete evaluation of the implementation of Molah Gati as a solution to school administration challenges in Mataram City. As such, this article makes a unique contribution by providing an in-depth insight into the impact of this innovation on the ground.

This research has significant urgency in supporting digital transformation in education as directed by the government. By providing an in-depth understanding of the potential solutions and effectiveness of Molah Gati, this article is expected to be a valuable guide for relevant parties in designing education policies that are more adaptive to the digital era. In addition, this article also seeks to improve the efficiency of school administration, reduce costs, simplify mail archiving, and enable real-time supervision, providing a positive impact that can be felt by the community, especially education actors in Mataram City and similar contexts.

## II. METHODS

This research will use a qualitative approach with a focus on the implementation of Integrated Digital-Based School Management (Molah Gati) in Mataram City. This approach allows an in-depth understanding of the experiences and perceptions of stakeholders related to this innovation. Qualitative research method is a research procedure that collects descriptive data in the form of words, both written and oral, about individuals and behaviours that can be observed. The approach used in this method focuses on the context and the individual as a whole. (Leshem, 2012). Qualitative research methods include a variety of techniques such as unstructured interviews, observation, and textual analysis. (Matta, 2019). However, the value of qualitative methods in providing deep understanding and profound insights into complex social phenomena and cannot be overstated. Case studies focus on a few. The research participants involved various parties in the implementation of Molah Gati, including ASN Balitbang Kota Mataram who initiated Molah Gati, Users, namely teachers and principals of SDN 23 Ampenan, to evaluate the experience and impact of using Molah Gati with related parties, the information is the Research and Development Agency, Ministry of Education and Culture as support for the innovations created. Data collection techniques using interviews were conducted with innovation initiators (ASN), end users and related parties as described. Structured and open-ended questions were used to explore in-depth understanding of the development process, implementation and impact of Molah Gati. (Susatya, Mahmudah and Budhiasih, 2022).. In-depth interviews were used to capture diverse points of view (Mindarti, Saleh and Maskur, 2021).. Direct observation was conducted at SDN 23 Ampenan, which has adopted Integrated Digital-based School

Management (Molah Gati). Researchers will observe user interactions with the system, challenges faced, and adjustments that may be needed. Observation is an important research technique in directly observing and recording behaviour, interactions and phenomena. (Salimi, Dardiri and Sujarwo, 2021).. Then document analysis related to evidence of implementation and changes in administrative documents, will be analysed which includes technical guidelines, guidebooks, and meeting results documents. Document analysis enriches the data collection process by combining archival and textual sources, thereby increasing the depth of understanding. (Maggs-Rapport, 2001). The qualitative data collected will be analysed using an inductive approach. New patterns, findings and concepts will emerge from the data, allowing for the formation of a deeper understanding of the innovation.

### III. RESULTS AND DISCUSSION

The Ministry of Education and Culture has taken a significant step towards the digitisation of technology-based education services by issuing Persesjen Number 16 of 2021 and Persesjen Number 20 of 2022, which provide technical guidelines for the use of basic education data and the management of education service access accounts. These efforts led to the creation of Education Service Access Accounts in the form of *Google Workspace for Education* (GWE) accounts for educators at various levels of education. GWE offers various features such as *Google Site*, *Google Form*, *Google Sheet*, *Google Meet*, *Google Drive*, and *Google Doc*, which can be accessed through the web and android. However, despite the provision of these learning accounts, school management is still predominantly manual, leading to inefficiencies in administrative tasks such as filing letters and managing teacher-related documents.

The absence of an integrated system for digitising school administrative management has hindered the effective utilisation of resources such as the belajar.id account provided by Kemdikbud. This situation highlights the need for a more comprehensive approach to digitisation in schools, which involves not only providing digital tools but also integrating them into administrative processes. The complexity of this task is further emphasised by the evolving role of school leaders in the digital era, which has become more complicated due to digitisation.

Studies conducted by (Tri Supanti and Mulyono, 2022) provided insights into the use of belajar.id accounts to improve learning activities and academic performance, demonstrating the potential benefits of effectively utilising digital resources in education. In addition, research on the acquisition of digital literacy by teachers and principals emphasises the importance of digital literacy in the education workplace, which is essential for effective digital leadership and management. In conclusion, the Ministry of Education and Culture's initiative to digitise education services through the provision of GWE accounts and belajar.id resources is commendable. However, there is a clear need for a more integrated approach to digitalisation in school administrative

management to fully realise the potential benefits of these digital resources.

The development of Molah Gati, an Integrated Digital School Management system that utilises belajar.id accounts, aims to answer the challenges faced in school administration. The system, inspired by the Sasak language which means "very easy", is designed to facilitate the management of school administration. By utilising Molah Gati, users are expected to benefit from reduced production costs, better archiving of correspondence, real-time monitoring of teaching tools, online meeting minutes, remote supervision, digital mail expedition, online extracurricular supervision, and *real-time* recording of student offences. These anticipated benefits are in line with the broader goal of improving the efficiency and effectiveness of school management through digitalisation.

The introduction of digital tools such as Molah Gati reflects the increasing emphasis on technology integration in educational leadership and management. Research by (Kurland, Peretz and Hertz-Lazarowitz, 2010) emphasises the important role of school leadership in strengthening school vision and promoting continuous learning among teachers. (Kurland, Peretz and Hertz-Lazarowitz, 2010), emphasises the important role of school leadership in strengthening the school's vision and encouraging continuous learning among teachers. In addition, research by (Starkey, 2020) highlighted the potential of digital tools to enable teachers to contribute to building and enhancing their professional knowledge base. However, gaps in technology integration among teachers and school leaders, as noted by (Raman and Thannimalai, 2019), underscores the importance of equipping educators with the necessary digital literacy and leadership skills.

The implementation of Molah Gati is also in line with the broader context of digital transformation in the education ecosystem. According to (Jeladze and Pata, 2018), it emphasises the importance of involving various stakeholders in digital transformation and developing feedback to manage change effectively. In addition, (Pata *et al.*, 2022) underlined the importance of visionary leadership and stakeholder support in inspiring and leading the school's digital transformation.

The development and utilisation of Molah Gati is also in line with the need for an effective information management system in schools. Studies by (Visser and Bloemen, 1999) highlighted the value of empirical evidence on the implementation process and effects of school information systems in preventing errors and adopting successful strategies. Furthermore, research by (Lu, 2018), emphasises the importance of building a perfect file management system, especially in the context of digital campus construction. The introduction of Molah Gati as an Integrated Digital School Management system is a significant step towards improving school administration through digitalisation. However, successful implementation and its impact on school management will depend on addressing the challenges of technology integration, leadership, stakeholder engagement, and information management.

The objectives of the regional innovation implemented in the Integrated Digital-Based School Management (MOLAH GATI) include several aspects that significantly improve the

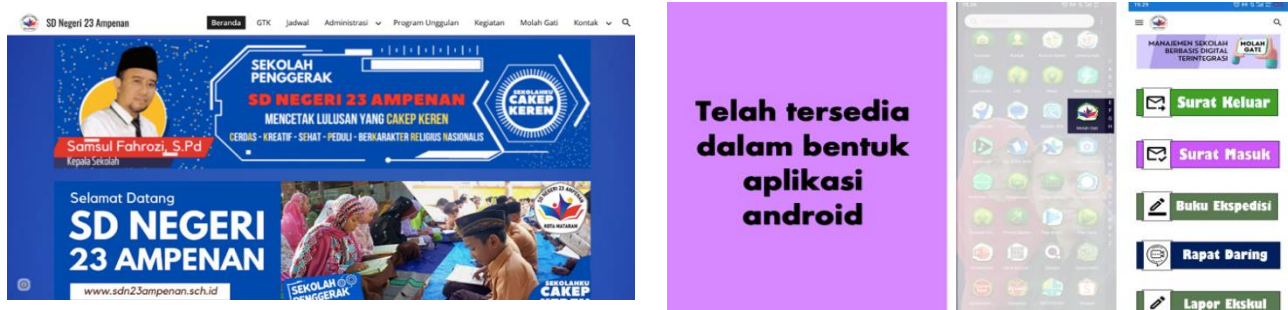
efficiency and effectiveness of school administration management. Firstly, the system aims to facilitate the archiving of outgoing and incoming letters that can be done anywhere. Secondly, with mail document searches taking less than 5 minutes, users can quickly access the required information. Furthermore, this innovation supports online teacher meetings, facilitates the collection of teaching tools by teachers in no more than 5 minutes, and allows teachers to fill out daily agendas online for principal supervision materials. In addition, MOLAH GATI also aims to improve student coaching based on valid offence data, provide easy access to review meeting results for all teachers, and provide digital recording for every document leaving the school.

As a form of convenience in accessing fast and accurate services, the local government of Mataram city facilitates service support through web and Android applications with a maturity level currently reaching 107.00. So to answer these challenges, innovators try to create a school management

system by utilising a belajar.id account called Molah Gati. Molah Gati is an acronym for Integrated Digital School Management. The naming of Molah was inspired by the meaning of the word Molah Gati itself in Sasak language which means very easy. So the hope is that this Molah will facilitate the school administration management process.

The Molah application was developed by integrating several Google Workspace for Education (GWE) features including: Google Site, Google Form, Google Sheet, Google Meet, Google Drive, and Google Doc. These features are integrated in a web and android system that can be accessed through <https://www.sdn23ampenan.sch.id/molah-gati>

**Figure 1.**  
**Showing the Display of the School Management System of SD Negeri 23 Ampenan that utilises Molah Gati**



Source: <https://www.sdn23ampenan.sch.id/> (2023)

The innovative results produced by the Integrated Digital-based School Management system (MOLAH GATI) involve a series of significant achievements. Firstly, letter numbers are automatically generated according to the order, type of letter, and date of the letter, providing efficiency in labelling and grouping letters. Then, the digitally converted incoming mail archive can be accessed anytime and anywhere, providing great flexibility in searching and reviewing documents. The regional innovation trial period began on 21 February 2022, with full implementation planned for 1 March 2022.

In the case of document delivery, proof of delivery is an important step that supports transparency and can be the basis of evidence when there is a complaint that a document was not received. Furthermore, this innovation enables online teacher meetings, providing an effective solution when there are obstacles to conducting face-to-face meetings.

The availability of evidence of extracurricular activities supports the reporting of BOS requirements, while the availability of meeting minutes that are accessible to all teachers ensures efficient distribution of meeting information. In addition, documented learning process data provides teachers and principals with strong supervision materials, providing a basis for reflection to improve the quality of

learning in the school. Finally, the control of teaching tools ensures the readiness of learning implementation, facilitating the management and maintenance of necessary teaching tools. All these achievements show that Molah Gati is not just an innovation, but also a comprehensive solution that supports the sustainability and improvement of school effectiveness.

Meanwhile, the innovation indicator of integrated Digital-Based School Management (Molah Gatih) is not only a technological innovation, but also a holistic solution to improve the quality of education through the efficiency and effectiveness of school management. Evaluation involves the involvement of innovation actors, ease of innovation process, integrated online system, and significant benefits. In implementing regional innovations, regulation is a strong foundation to ensure sustainability and success. The Regional Head Regulation or Regional Regulation is the legal instrument that establishes the Regional Innovation System, especially related to Integrated Digital-Based School Management (MOLAH GATI) in 2022. The availability of Human Resources (HR) reaching more than 30 people supports the implementation of innovation by establishing the Regional Innovation Implementation Team, especially Molah Gati in the same year.

Budget support is also an important factor, with funding allocated for innovation implementation activities at T-0, T-1 and T-2, as stated in the School Budget Work Plan (RKAS) of SDN 23 Ampenan. The use of information technology has become a major foothold, with the implementation of work already supported by online information systems, and has included more than two Technical Assistance (Bimtek) in the last two years.

The integration of innovation programmes and activities in the Local Government Work Plan (RKPD) at T-1, T-2, and T0 reflects the seriousness of local governments in realising innovation as an integral part of development. The innovation network involving more than five Regional Apparatus confirms cross-sector collaboration in the implementation of Molah Gati.

The innovation has been replicated three times in other regions, such as West Lombok District and Central Lombok District, proving the success and relevance of the programme. The support of technical guidelines that can be accessed online or in the form of video tutorials facilitates the implementation of innovations.

The regional innovation implementer, which is determined by a Decree (SK) of the Head of the Regional Apparatus, shows a clear commitment and structure in managing innovation. The ease of service information through online applications, such as those implemented at <https://www.sdn23ampenan.sch.id/>, as well as the high ratio of complaint service resolution reflect innovative applications in public services.

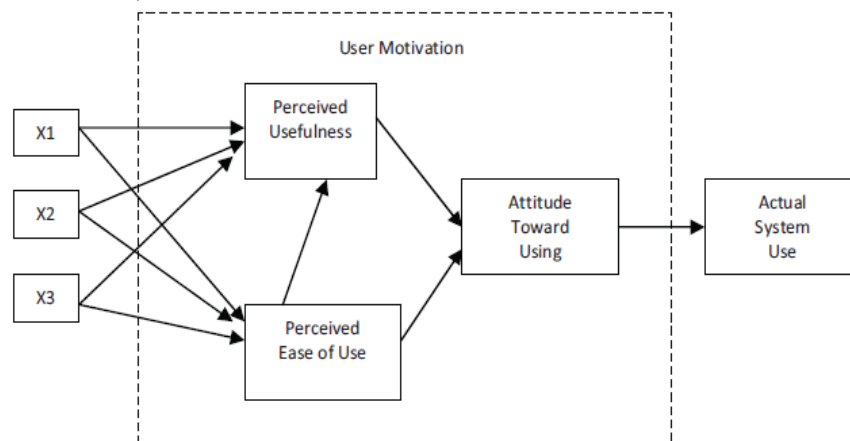
The involvement of more than five innovation actors, the ease of the innovation creation process within 1-4 months, and the percentage increase in the number of units of more than 50% indicate the efficiency and positive impact of innovation. Monitoring and evaluation of innovation uses the results of measuring user satisfaction through the Community Satisfaction Survey, while socialisation of innovation is carried out online through various platforms such as Google Meet, Facebook, and Webinars.

Finally, the quality of regional innovation is measured by fulfilling five elements of substance, which is reflected in the

implementation of Molah Gati (Integrated Digital-Based School Management). This innovation is not only an effort to face the challenges of the times, but also a step forward in realising regional progress.

SPD indicators show that MOLAH GATI has strong support and maturity in its implementation. Regulations and HR support, allocated budget, use of IT, innovation guidance, integration of programmes in RKPD, and innovation networks are fulfilled. The results of replication in several regions, the implementation of innovations with available technical guidelines, ease of information, and completion of complaint services above 81%, indicate successful implementation. In addition, the speed of innovation creation, significant benefits, and the quality of innovation that fulfils the 5 elements of substance add to the validity of the success of Molah Gati which has a significant positive impact in various aspects of innovation implementation at the regional level.

Molah Gati has successfully achieved a number of indicators in the Local Assessment System (LAS), demonstrating maturity and strong support for its implementation. This evaluation confirms that this innovation has a significant positive impact on various aspects of innovation implementation at the local level, supports sustainability, and improves school effectiveness. In evaluating the success and adoption of Molah Gati innovation, the *Technology Acceptance Model* (TAM) can be used as a theoretical framework that helps understand how users (administrative staff, teachers, principals) accept and utilise Molah Gati. This model was first introduced by Fred Davis in 1986 as one of the models that can be used to analyse the factors that influence the acceptance of a system / information system. (Trisnio, n.d.). The following is the original model introduced by Fred Davis in 1986 and the final model proposed by Fred Davis & Venkatesh in 1996 (Trisnio, n.d.).



**Figure 2: Original model proposed by Fred Davis in 1989**

Davis (1985) suggests that user motivation can be explained by three factors: Perceived Ease of Use, Perceived Usefulness, and Attitude Towards Using the system. (Chuttur, 2009, p. 2)..

He hypothesised that a user's attitude towards a system is a key determinant of whether the user will actually use or reject the system (Chuttur, 2009). User attitudes, in turn, are thought to

be influenced by two key beliefs: perceived usefulness and perceived ease of use, with perceived ease of use having a direct influence on perceived usefulness (Chuttur, 2009).

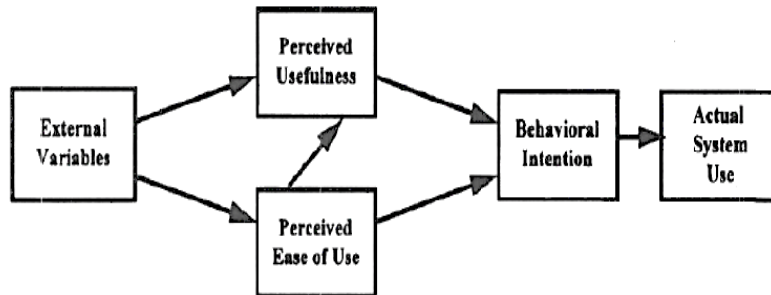


Figure 3: Final proposed model of Molah Gati innovation

In the context of Molah Gati, the two main components of TAM, namely *Perceived usefulness* and *Perceived ease of use*, can explain the extent to which users (administrative staff, teachers, principals) believe that using Molah Gati can improve the performance and effectiveness of School Administration and explain the extent to which users believe that using Molah Gati will be free from difficult or complicated efforts. So that the main components of TAM can influence attitudes *towards use* and *behavioural intention to use* in the use of technology.

The application of TAM in Molah Gati's research is explained through several stages in accordance with the proposed TAM Model. First, *Perceived usefulness*, through this component it can be seen to what extent school staff, teachers, and principals in Mataram City feel that Molah Gati can improve administrative efficiency (1), reduce errors in school data management (2), speed up the processing of student and financial data (3), and improve the quality of reporting and documentation (4). Questions that can be used in Molah Gati research to see the perceived benefits are "Does Molah Gati help speed up your administrative work? Does the Molah Gati system improve the quality of school administration services?". Second, *Perceived ease of use*, through this component can assess the extent to which users feel that Molah Gati is easy to use, both in terms of a simple and easy-to-understand interface (1), instructions or training provided to use the system (2), and the ability of users to learn new technology quickly without technical difficulties (3). To assess the extent to which Molah Gati is easy to use, questions can be asked to users, namely "Do you find it easy to use the Molah Gati system in your daily work? Do you feel that you do not experience technical difficulties when using Molah Gati?". The two TAM components can assess the effect of using Molah Gati in improving the quality and efficiency of school administration in Mataram City.

The two TAM components can explain attitudes *towards use* which can affect the acceptance and adoption of Molah Gati by users. If users have a positive attitude towards Molah Gati, such as the willingness to use this technology continuously and the belief that this system can improve their administrative experience. Then, it means that Molah Gati has provided benefits to users as well as being a digital technology innovation that is easy to use and understand. In addition, the two TAM components can explain Molah Gati's *behavioural*

*intention*. If users find Molah Gati useful and easy to use, then users tend to be more motivated to adopt and use Molah Gati actively.

There are several external variables that also affect the adoption of Molah Gati such as school management support in encouraging the use of technology, the availability of training and technical guidance, and technological infrastructure support (such as a stable internet network) that allows effective use of Molah Gati. Using TAM as a framework in analysing Molah Gati will provide a better understanding of the adoption of Molah Gati as an innovation in improving the quality and efficiency of school administration in Mataram City. In addition, the two components of TAM along with the factors that support or hinder the acceptance of Molah Gati can provide insight and information on how this innovation can be utilised to improve the quality and efficiency of school administration.

#### IV. CONCLUSIONS

Implementation of Integrated Digital-Based School Management, or Molah Gati, in Mataram City. Molah Gati was introduced as a progressive step to address complex challenges in school administration through the utilisation of digital technology. This initiative is in line with the global movement towards digital transformation in education. Several school administration obstacles faced by educational institutions, such as manual management of letters, lesson plans, meeting minutes, and others, are the basis for the implementation of Molah Gati. Molah Gati uses a Belajar.id account based on Google Workspace for Education (GWE) to integrate various digital features such as Google Site, Google Form, Google Sheet, Google Meet, Google Drive, and Google Doc. The purpose of implementing Molah Gati is to provide convenience, effectiveness, and efficiency in the school administration process.

This research focuses on the concrete evaluation of the implementation of Molah Gati at SDN 23 Ampenan, Mataram City. The research method used was qualitative, involving interviews, observations and document analysis. The results showed that Molah Gati has had a significant positive impact in the efficiency and effectiveness of school administration. Some of the benefits obtained through Molah Gati involve

digital mail archiving, online teacher meetings, real-time monitoring of teaching tools, extracurricular recording, and reporting of educational activities. This innovation was also successfully replicated in several regions and received significant support from related parties. Evaluation of innovation using the Regional Innovation Index shows that Molah Gati has strong support, maturity in implementation, and significant positive impacts on various aspects of innovation implementation at the regional level.

In conclusion, the implementation of Molah Gati as an Integrated Digital-Based School Management innovation has successfully achieved its goals in improving the efficiency and effectiveness of school administration. This innovation makes a positive contribution in supporting digital transformation in education in Mataram City and can be a guide for other regions in designing education policies that are adaptive to the digital era. The future challenge for further research is consistency and applicability in other schools besides SDN 23 Ampenan, Mataram City. Given the technology and digitalisation that go hand in hand, there must always be adjustments or *updates to the system* that is already running. Digital-Based School Management (Molah Gati) can help schools' staffs to manage their school administration and strengthening digital ecosystem in schools. Additionally, Students will aware the use of digital management system in their schools and apply it in future implementation.

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