Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

Empowering Community Learning Activity Centers Through The Implementation of SIGMA-PKBM as a Digital-Based Governance and Management Information System

Fari Katul Fikriah[1*], Amelia Devi Putri Ariyanto[2], Mona Tiorina Manurung[3], Innes Putri Danurista[4], Syahrul Afriyanto[5]
[1*]Informatics Engineering Study Program, Faculty of Engineering, Universitas Wahid Hasyim, Indonesia.
[2,4,5]Information Technology and System Study Program, [3]Management Study Program, Universitas Widya Husada Semarang, Indonesia.
*Corresponding Author. Email: farichatulfikriyah45@gmail.com

Abstract: Fragmented administrative management poses significant challenges to the governance of Community Learning Centers (PKBM). The decentralized management of learner, tutor, and educational staff data, coupled with scattered documentation and reporting processes, complicates information organization and hinders data-driven decision-making. This community service program aims to strengthen administrative governance at PKBM Bangkit through the implementation of SIGMA-PKBM, a governance and management information system designed specifically for PKBM. The program adopted a participatory approach comprising five stages: needs identification and outreach, training involving 16 participants, system implementation, mentoring, and evaluation. Observation sheets and documentation were used to assess the implementation of SIGMA-PKBM and its alignment with the partner's needs. The data were analyzed descriptively using a qualitative approach, focusing on changes in administrative management before and after system implementation. The results indicate that SIGMA-PKBM was successfully implemented as a web-based information system that supports more integrated and structured data and administrative management. Key improvements included the systematic organization of learner, tutor, and staff data; the digitization of administrative processes and documentation; and enhanced support for data-driven reporting. Training and mentoring were conducted to improve users' proficiency, while system features were tested and refined to address the partner's specific needs. This implementation provides a foundation for strengthening digital governance at PKBM Bangkit. However, the system's long-term effectiveness depends on regular data updates, consistent use, and active engagement by the institution's management.

Article History:
Received: 13-09-2026
Reviewed: 22-10-2026
Accepted: 03-11-2026
Published: 20-11-2026

Key Words:
Administrative Governance; Community Learning Center; Management Information System; SIGMA-PKBM.

How to Cite: Fikriah, F. K., Ariyanto, A. D. P., Manurung, M. T., Innes Putri Danurista, & Syahrul Afriyanto. (2026). Empowering Community Learning Activity Centers Through The Implementation of SIGMA-PKBM as a Digital-Based Governance and Management Information System. *Jurnal Pengabdian UNDIKMA*, *7*(4), 1202-1211. https://doi.org/10.33394/jpu.v7i4.22856

https://doi.org/10.33394/jpu.v7i4.22856

This is an open-access article under the CC-BY-SA License.

Introduction

Non-formal education is a vital means of providing broader learning opportunities to the public while fostering lifelong learning. In this context, Community Learning Centers (PKBM) deliver diverse educational programs and community empowerment activities. A PKBM's effectiveness depends not only on delivering learning activities but also on the quality of its institutional governance encompassing everything from strategic planning, task

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

allocation and organization, and administrative management to activity supervision and evaluation. This is especially crucial given the need to continuously manage a wide range of information and administrative requirements related to the institution itself, learners, educators, learning programs, and educational services (Covaciu, 2025). In line with this, Lausa et al. (2024) explain that planning, organizing, implementation, monitoring, and evaluation are interconnected components that support effective non-formal education management in PKBM settings.

Digital transformation enables educational institutions to build more structured, efficient, and manageable administrative governance. Implementing information systems can shift data management practices previously fragmented across various media into a unified system that consolidates, updates, and makes information easier to use as needed. Ibrohim and Hidayati (Ibrohim & Hidayati, n.d.) argue that educational management information systems can help organize administrative processes while supporting supervision, control, and decision-making within the institution. Prayoga et al. (n.d.). Further show that such systems can strengthen the link between information management and the execution of learning processes. Nevertheless, the digitalization of educational administration faces several challenges, particularly regarding the availability of technological infrastructure and user proficiency in operating the systems. Therefore, developing and implementing information systems must consider the conditions, needs, and readiness levels of the human resources who will use them (Muchofifah, 2024) .

In education administration, integrating information plays a crucial role in ensuring data is managed and used optimally. Data stored in fragmented formats across various media can create obstacles to innovation, data retrieval, and using information as a basis for administrative operations and decision-making. Studies on the use of digital databases in educational administration indicate that technology facilitates systematic information organization, accelerates report generation, and alleviates administrative workloads (Muchofifah, 2024) (Suwawi et al., 2023) . However, implementing digital systems requires adequate infrastructure and human resources with the competencies necessary to meet system requirements. Research on educational information system management also highlights that users' understanding of workflows and technical aspects is key to ensuring the digitalization process runs optimally. Consequently, implementing digitalization in the governance of Community Learning Centers (PKBM) involves more than providing applications or technology; it also requires improving data management and strengthening users' ability to use the system.

The need for digitalization is increasingly critical in managing Community Learning Centers (PKBM), as the process involves various interconnected data such as information on learners, tutors, educational staff, instructional administration, documentation, and reporting. Implementing an information system can help integrate data management while supporting the administration and development of non-formal educational institutions (Dadang et al., 2026). PKBM Bangkit, located in Semarang City's Ngaliyan District, partners in this community service initiative. The institution serves approximately 100 active learners and is supported by around 20 tutors and 2 educational staff members. Before SIGMA-PKBM, the institution recorded learner, tutor, and educational staff data, as well as learning administration, documentation, and reporting, in separate, disconnected documents and files. This management approach did not allow consolidation of data into a single, integrated information base, which hindered optimal tracking, updating, and management of administrative information. Consequently, the utilization of data to support administration,

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

instruction, and monitoring and evaluation was suboptimal. Therefore, the digitalization of management processes was selected as the intervention focus to enhance the integration and effectiveness of information management at PKBM Bangkit.

This community service initiative primarily addresses the lack of integrated data management and administration at PKBM Bangkit, where information on learners, tutors, educational staff, learning activities, documentation, and reporting is managed in silos. This makes data retrieval and updates inefficient, increases the risk of inconsistency or duplication, and complicates report generation and data use for monitoring and evaluation. To resolve these issues, the initiative developed and implemented SIGMA-PKBM (a web-based Governance and Management Information System for PKBM), SIGMA-PKBM is a new system developed to ensure more effective ongoing operations. which integrates these various management requirements into a single platform. The team implemented it through a participatory approach involving a needs assessment, collaborative feature testing and refinement with the partner, and user training and mentoring. As a result, the intervention not only addresses the technical aspects of data management but also strengthens users' ability to use the system independently and sustainably (Rospricilia et al., 2024a) .

To address these issues, this community service initiative aims to improve PKBM Bangkit's governance effectiveness by implementing SIGMA-PKBM. Success indicators include: (1) the integration of data management covering learners, tutors, educational staff, instructional administration, documentation, and reporting into a single web-based information system; (2) improved organization and ease of managing and accessing institutional information; (3) enhanced capabilities of administrators and tutors in operating the system through training and mentoring; and (4) the partner's independent operation of the system to support administration, instruction, monitoring, and reporting activities. These goals are measured through system functionality tests, usage evaluations, pre- and post-training user competency assessments, and user satisfaction levels regarding the implementation of SIGMA-PKBM.

Method

This community service activity took place at PKBM Bangkit in Bringin, Ngaliyan District, Semarang City, Central Java, and targeted 2 administrators, 20 tutors, and 2 educational staff involved in managing administrative and learning services. The activity used a technology-based participatory approach, positioning partners as active participants throughout needs identification, system implementation, training, mentoring, and evaluation (Imran & Bahreisi, 2024) (Diah Anggraini, 2025) (Anzori et al., 2025). This approach was selected to ensure the implemented solution focused not only on providing technology but also on tailoring it to the specific needs and capabilities of users within the PKBM environment. The intervention involved implementing SIGMA-PKBM (PKBM Governance and Management Information System), a web-based information system developed to support the integrated management of PKBM data and administration.

Copyright © 2026, The Author(s)

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211



Figure 1. Five key stages

The activity was carried out in five key stages: (1) dissemination and needs analysis, (2) training, (3) technology implementation, (4) mentoring and evaluation, and (5) program sustainability. These stages were structured around the partners' priority issues related to management and community aspects, to ensure SIGMA-PKBM could be successfully implemented and used in PKBM's operational activities.

The evaluation of the program's implementation used observation and a review of activity documentation to assess how well the SIGMA-PKBM system aligns with the partner's needs. The data were analyzed using a qualitative descriptive approach, examining observations, implementation records, and changes in administrative management processes both before and after the system's adoption (Supriyadi et al., n.d.). This analysis assessed the program's execution, the system's suitability for PKBM Bangkit's operational requirements, and areas still needing improvement.

Result and Discussion

The initial phase of the activity involved mapping the administrative conditions and information management practices at PKBM Bangkit. Field observations and discussions with management revealed that data regarding learners, tutors, educational staff, learning activities, documentation, and reporting were not yet managed through an integrated mechanism. These findings served as the basis for defining the requirements and characteristics of the system to be developed. Anggraini (2025) also identified manual data management practices at PKBM Adam Kubu Raya (Diah Anggraini, 2025) . To address this, the study developed a web-based information system that integrates student information, teaching staff, educational programs, activity schedules, and learning outcome reports into a single platform. SIGMA-PKBM was subsequently designed with specific regard to PKBM

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

Bangkit's operational characteristics, avoiding a generic systems approach. We adjusted the data architecture, user requirements, administrative workflows, and system functions needed to support institutional and learning activities. A phased verification process involving discussions, pilot testing, and partner feedback identified and corrected any system components that were not yet fully aligned before deployment for actual operations.

This approach underscores that successful institutional digitalization depends not merely on the availability of an application, but also on how well the technology aligns with organizational needs and user capabilities. Consequently, implementing SIGMA-PKBM aimed not only to provide a data management tool but also to ensure the system could be practically integrated into PKBM Bangkit's workflows. This aligns with research on information system implementation in non-formal education institutions, which emphasizes aligning system functions with organizational needs and ensuring ease of use.

The primary output of this activity is SIGMA-PKBM, a web-based information system implemented at PKBM Bangkit to manage data on learners, tutors, and educational staff, as well as learning administration, scheduling, attendance, documentation, and reporting within a single platform. Implementation involved system configuration, initial data entry, functional testing, and refinements based on partner feedback. The results show that all key features fully support PKBM's administrative and information management needs, allowing previously scattered data to be managed through a more structured mechanism. Beyond delivering an operational system, the activity included training and mentoring for 16 participants to strengthen their ability to operate and use SIGMA-PKBM. Evaluations indicate that the partner has successfully adopted the system to support documentation, reporting, and the monitoring and evaluation of PKBM activities. Thus, the project's success is evidenced not only by the delivery of a technological product but also by the partner's actual use of the system and enhanced user capabilities, ensuring the sustainable use of SIGMA-PKBM. The implementation of SIGMA-PKBM aligns with the community service initiatives described by Rospricilia et al., (2024b), which utilized an integrated information system to support data management and school administration. Meanwhile, Pramusinto et al. (2023) reported positive partner feedback on the delivery of training and mentorship in digital administration (Pramusinto et al., 2021). Both studies indicate that successful technology use in managing educational institutions depends not only on system availability but also on users' competence in applying it to operational activities.

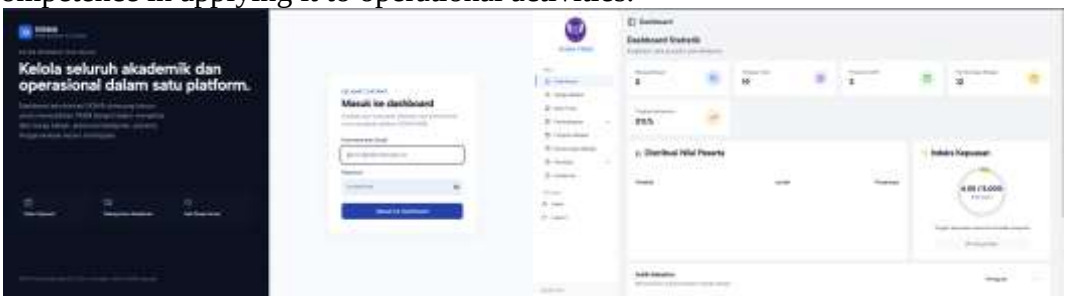


Figure 2. SIGMA-PKBM login page and main dashboard

After implementing SIGMA-PKBM, the initiative began training for users responsible for the center's administrative management. The training used a hands-on approach, moving from system familiarization to explanations and demonstrations of key functions, practical exercises, and guided support as participants managed data and administrative tasks in the system. The training content was tailored to users' operational needs and duties, covering

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

areas such as managing learner, tutor, and staff information; instructional administration; documentation; and report preparation and management. This practice-based learning method enabled participants to gain a direct understanding of the system while applying it to tasks relevant to their specific responsibilities.



Figure 3. Implementation of system usage training

Implementation results indicate that users can now use SIGMA-PKBM to support administrative activities and information management at the center. The training not only equipped users with the skills to operate various system functions but also fostered a better understanding of the importance of systematic, organized information management and clear documentation. These outcomes show that successful adoption of digital technology in non-formal education institutions depends not merely on the availability of an information system, but also, and crucially, on the readiness and competence of the human resources using it. Consequently, training with ongoing support is a vital part of the implementation process, ensuring users can adopt the technology correctly and use it effectively in their work. Findings from digitalization efforts at similar centres further confirm that training and support play a key role in enabling administrators and educators to use technology effectively to deliver non-formal education services.

After the initial training and implementation phases, the team provided guidance and conducted an evaluation to assess users' ability to apply SIGMA-PKBM to the center's administrative activities. The evaluation involved 16 participants who had completed the training and practical sessions on using the system. The guidance phase results showed that participants could execute SIGMA-PKBM's core functions in line with their roles, including managing learner, tutor, and educational staff data, as well as learning administration, documentation, and reporting. During this process, the team gathered feedback on system usage and needed adjustments and used it to refine features and workflows. User satisfaction evaluations revealed that all participants rated the system as "very satisfied," "satisfied," or "sufficiently satisfied," with no participants expressing dissatisfaction.

Jurnal Pengabdian UNDIKMA:
Jurnal Hasil Pengabdian & Pemberdayaan kepada Masyarakat
https://e-journal.undikma.ac.id/index.php/jpu/index
Email: pengabdian@undikma.ac.id

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

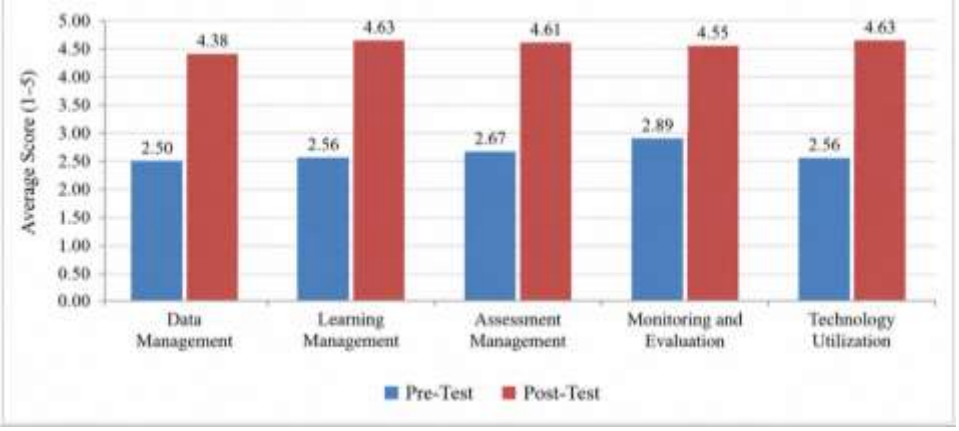


Figure 4. Management Competency Measurement Result

These results indicate positive acceptance of SIGMA-PKBM and show that the system effectively supports PKBM Bangkit's administrative and information management needs. Thus, the initiative's success is evidenced not only by the availability of the information system but also by active user engagement, operational proficiency following training, system acceptance, and its practical application in the center's administrative operations. Implementing SIGMA-PKBM has transformed data management and administrative mechanisms at PKBM Bangkit. Key changes include more structured data management, an integrated database, and a system that supports learning administration and reporting. Table 1 summarizes these changes by comparing conditions before and after the system's implementation.

Table 1. Changes in PKBM Management Condition Before and After the Implementation of SIGMA-PKBM

Aspect	Before Implementation	After Implementation
Learner data management	Managed manually and separated in various files	Integrated and stored in the system database
Tutor and education staff data	Stored separately in documents or spreadsheets	Integrated in the system
Learning administration	Partially manual (paper-based or spreadsheets)	Managed through the system
Schedule and attendance	Recorded manually	Managed digitally in the system
Activity documentation	Scattered and not well-organized	Stored and managed in the system
Reporting	Not fully data-driven and requires manual compilation	Generated from structured data in the system
Monitoring and evaluation	Limited use of data for monitoring and evaluation	Supported by system data for monitoring and evaluation
User capacity	Limited ability to use information technology	Improved ability after training and mentoring

The program's sustainability strategy aims to integrate SIGMA-PKBM into PKBM Bangkit's routine operations after the community service activities conclude. To support this, the initiative included knowledge transfer, guidelines, and the preparation of internal administrators capable of independently operating and managing the system. Having internal administrators in place ensures that data updates and system utilization continue without total reliance on the community service team. Integrating SIGMA-PKBM into daily administrative

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

workflows is also expected to sustain the system's utility over the long term. This approach aligns with Agusnita's (2025) community service initiative, which developed a web-based documentation system to support the management of community activities. The program was implemented through several stages: socialization, training, technology deployment, mentoring, evaluation, and future planning. These findings underscore the importance of establishing internal management mechanisms to ensure continued use of the digital system, even after the formal mentoring period ends (Siti Masturoh et al., 2025) Consequently, the activities include needs assessment, system development and implementation, training, mentoring, and evaluation, as well as efforts to strengthen the partner's self-reliance. The program's outcomes extend beyond the technological product itself to include enhanced user capacity and the establishment of a more structured administrative management mechanism at PKBM Bangkit.

Conclusion

Implementing SIGMA-PKBM at PKBM Bangkit resulted in a web-based information system that supports digitized administration and integrated institutional data. The system encompasses six key management areas: learner data, tutor and educational staff details, learning administration, schedules and attendance, documentation, and reporting. Its deployment aims to replace a management approach that previously relied on scattered documents with a more structured data-storage mechanism. The implementation process also included training and mentoring for 16 participants, alongside feature testing and adjustments tailored to the partner's needs. These results show that the initiative delivered not only a technological product but also implementation and user capacity-building processes to support digital administrative management. Sustaining SIGMA-PKBM requires periodic data updates, consistent system operation, and internal staff involvement in maintenance. To assess program achievements more objectively, evaluations can use measurable indicators such as the number of functional features verified through testing, the number of users who can execute core system functions, participant satisfaction rates, and changes in the time required to complete administrative tasks. Thus, implementing SIGMA-PKBM lays the foundation for strengthening PKBM Bangkit’s digital governance, but further measurement is needed to provide quantitative evidence of the system's impact on work efficiency specifically in data management and the quality of administrative services.

Recommendation

Based on the community service program's implementation through SIGMA-PKBM, sustaining the digitalization of non-formal education management requires active administrator involvement, policymaker support, and continuous program development. PKBM (Community Learning Center) administrators should integrate the system into routine administrative processes, update data regularly, assign clear operational responsibilities, and implement access security measures and data backups. Meanwhile, education offices and relevant authorities are expected to support the enhancement of digital competencies, provide technical assistance and infrastructure, and facilitate the exchange of best practices among various PKBMs. Future community service initiatives should include post-implementation monitoring and long-term evaluation based on measurable indicators—such as the time required to complete administrative tasks, the completeness and currency of data, and the accuracy of reporting. These evaluations can inform refinements to system features, user

Copyright © 2026, The Author(s)

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

manuals, and knowledge transfer, ensuring administrators can operate and further develop the system independently after the formal assistance period ends

Acknowledgements
The authors express their appreciation to the Directorate of Research and Community Service, Ministry of Higher Education, Science, and Technology, for funding through the community service grant program, which enabled the implementation of SIGMA-PKBM at PKBM Bangkit. This support contributed to the execution of activities in accordance with the program plan. We also thank PKBM Bangkit for their openness, collaboration, and active involvement throughout the activities, as well as the Institute for Research and Community Service at Wahid Hasyim University and Widya Husada University Semarang for the institutional support and facilitation that ensured the smooth implementation of this community service initiative.

References

Anzori, A., Santoso, F., & Susanto, A. (2025). Sistem Informasi Penerimaan Peserta Didik Baru & Administrasi Program Paket Pada PKBM Kartini Maesan Bondowoso. *Adopsi Teknologi Dan Sistem Informasi (ATASI)*, *4*(1), 80–88. https://doi.org/10.30872/atasi.v4i1.3041

Covaciu, G. (2025). Non-formal education and its impact on society. *Journal of Non-Formal and Digital Education*, *1*(2), 25–30. https://doi.org/10.63734/jnfde.01.02.006

Dadang, D. Y. L., Irnawati, H., Shantini, Y., Hatimah, I., & Khan, A. (2026). Governance of Community Learning Centers in Indonesia: A Systematic Literature Review. *Journal of Nonformal Education*, *12*(1), 124–134. https://doi.org/10.15294/jone.v12i1.41504

Diah Anggraini, A. (2025). SISTEM INFORMASI WEBSITE PENDIDIKAN NON FORMAL PKBM ADAM KUBU RAYA. In *Journal of Information System Management (JOISM) e-ISSN* (Vol. 6, Number 2).

Ibrohim, M. M., & Hidayati, D. (n.d.). *351| Sistem Informasi Manajemen Pendidikan Dan Transformasi Digital (Maulana Malik Ibrohim) Sistem Informasi Manajemen Pendidikan dan Transformasi Digital*. https://doi.org/10.58258/jime.v10i1.5761/http

Imran, A., & Bahreisi, A. (2024). Perancangan Sistem Informasi pada Pusat Kegiatan Belajar Masyarakat (PKBM) Citra Mandiri Kolaka Utara. *INTEC Journal: Information Technology Education Journal*, *3*(2).

Lausa, F. J. L. D., Rahman, A., Puspitasari, S. W., & Abdurochman, A. (2024). Increasing Management Effectiveness of Non-Formal Education Management in Community Learning Activity Centers. *Jurnal Pendidikan Nonformal*, *19*(1), 55. https://doi.org/10.17977/um041v19i12024p55-68

Muchofifah, A. R. (2024). Administrasi pengelolaan sekolah dan madrasah database berbasis digital. In *Maliki Interdisciplinary Journal (MIJ) eISSN* (Vol. 2). http://urj.uin-malang.ac.id/index.php/mij/index

Pramusinto, H., Andriyati, R., Yulianti, N. D., & Semarang, U. N. (2021). TRAINING OF SCHOOL'S MAILING ADMINISTRATION BASED ON DIGITAL IN "PAUD MUTIARA KIDS", TRAJI VILLAGE, TEMANGGUNG DISTRICT. In *Indonesian Journal of Devotion and Empowerment* (Vol. 3, Number 2).

Prayoga, M. A., & Dwi Poncowati, S. (n.d.). *Evaluasi Efektivitas Sistem Informasi Manajemen Pendidikan Dalam Meningkatkan Pengelolaan Data Siswa Dan Proses Pembelajaran Di Sekolah Menengah Atas Sukma Bangsa Lhokseumawe*.

Vol. 7, No. 4 (November 2026)
E-ISSN : 2722-5097
Pg : 1202-1211

Rospricilia, T. A., Rosidah, N. A., Maâ€™ady, M. N. P., Asfari, U., Deyastusesa, J., Febryan, R. A., & Saputra, R. A. (2024a). OPTIMALISASI MANAJEMEN SEKOLAH MELALUI IMPLEMENTASI SISTEM INFORMASI TERPADU. *JMM (Jurnal Masyarakat Mandiri)*, *8*(5), 4350. https://doi.org/10.31764/jmm.v8i5.25741

Rospricilia, T. A., Rosidah, N. A., Maâ€™ady, M. N. P., Asfari, U., Deyastusesa, J., Febryan, R. A., & Saputra, R. A. (2024b). OPTIMALISASI MANAJEMEN SEKOLAH MELALUI IMPLEMENTASI SISTEM INFORMASI TERPADU. *JMM (Jurnal Masyarakat Mandiri)*, *8*(5), 4350. https://doi.org/10.31764/jmm.v8i5.25741

Siti Masturoh, Taopik Hidayat, M. Rangga Ramadhan Saelan, Muhammad Albarzanji, Nisrina Khansa Permatasari, Rika Febriyanti, Maria Olivia, Yohannes Riyan Alfonso, Moh Zulkifli, Naysha Syifa Ardana, Lydia Natalia Amul, Riski Permata Sari, Guntur Surawijaya, & Nurima Agusnita. (2025). Digital Transformation of Community Activity Governance through Web-Based Documentation System Development at Karang Taruna RW 012 Jatiwaringin. *ABDIMAS: Jurnal Pengabdian Masyarakat*, *8*(4), 2463–2471. https://doi.org/10.35568/abdimas.v8i4.7279

Supriyadi, S., Lia, R. M., Rusilowati, A., Isnaeni, W., Susilaningsih, E., & Suraji, S. (n.d.). *Journal of Community Empowerment 2 (2) Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka*. Retrieved https://journal.unnes.ac.id/sju/index.php/jce

Suwawi, D. D. J., Asror, I., Arie Wibowo, Y. F., Fahrudin, T., Astuti, S., Mayadewi, P., & Rizky Pertiwi, A. G. (2023). Training in academic information system usage at Ash Shidiq Integrated Islamic Junior High School. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, *8*(3), 389–399. https://doi.org/10.26905/abdimas.v8i3.10516