

Training on Using Google Drive for Digital Archiving for Lecturers

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ABSTRACT. Digital transformation in higher education requires lecturers to be able to manage academic documents effectively, systematically and using technology. One issue that still persists in higher education institutions is that the management of lecturers' records is still carried out manually, which risks data loss, difficulties in accessing documents and low administrative efficiency. This Community Service (PkM) activity aims to enhance lecturers' understanding and skills in using Google Drive as a digital archiving tool. The method employed involves a participatory training approach comprising stages of observation, presentation of material, hands-on practice and mentoring. Participants in the activity consist of lecturers at the Hasanuddin Islamic Institute in Pare. The results of the activity demonstrate an improvement in lecturers' ability to manage, store, organise and share academic documents digitally using Google Drive. Furthermore, this activity has raised lecturers' awareness of the importance of digital archiving in supporting the effectiveness of higher education administration. This training has contributed to strengthening lecturers' digital literacy and supports a more modern, efficient and integrated academic governance system.

Keyword: Using Google Drive, Digital Archiving

Abstrak. Transformasi digital dalam pendidikan tinggi menuntut dosen untuk mampu mengelola dokumen akademik secara efektif, sistematis, dan berbasis teknologi. Salah satu permasalahan yang masih ditemukan di lingkungan perguruan tinggi adalah pengelolaan arsip dosen yang masih dilakukan secara manual sehingga berpotensi menimbulkan kehilangan data, kesulitan akses dokumen, dan rendahnya efisiensi administrasi akademik. Kegiatan Pengabdian kepada Masyarakat ini bertujuan meningkatkan pemahaman dan keterampilan dosen dalam memanfaatkan Google Drive sebagai media pengarsipan digital. Metode pelaksanaan menggunakan pendekatan pelatihan partisipatif melalui tahap observasi, penyampaian materi, praktik langsung, dan pendampingan. Peserta kegiatan terdiri atas dosen di Institut Agama Islam Hasanuddin Pare. Hasil kegiatan menunjukkan adanya peningkatan kemampuan dosen dalam mengelola, menyimpan, mengorganisasi, dan membagikan dokumen akademik secara digital menggunakan Google Drive. Selain itu, kegiatan ini turut meningkatkan kesadaran dosen terhadap pentingnya pengarsipan digital dalam mendukung efektivitas administrasi pendidikan tinggi. Pelatihan ini memberikan kontribusi terhadap penguatan literasi digital dosen serta mendukung tata kelola akademik yang lebih modern, efisien, dan terintegrasi.

Kata Kunci: Pemanfaatan Google Drive, Pengarsipan Digital

Introduction

The development of information and communication technology has brought rapid changes to the higher education management system. (Deha, 2024). Universities are no longer solely focused on conventional learning processes, but are also required to adapt to more effective, efficient, and integrated digital-based administration systems. This digital transformation impacts various aspects of academic management, including the archiving of lecturer documents, which is a crucial part of implementing the Tri Dharma of Higher Education. Sari et al. explain that the use of digital technology in educational administration is an unavoidable necessity because it can improve service quality, work efficiency, and academic data security. (Sari dkk., 2024).

In the context of higher education, lecturers have various important documents that must be managed systematically, such as learning materials, lecture journals, research results, community service documents, assignment letters, and accreditation administration. Manual document management often leads to various problems, such as scattered documents, difficulty in retrieving them, damage, and even loss due to storage device failure. This situation indicates that conventional archiving systems are no longer relevant to the needs of academic administration in today's digital era. (Lufiana & Kuswantoro, 2025).

According to (Husnita & Kesuma, 2020; Rifdah & Hindun, 2024), Archiving is the process of systematically storing documents so that information can be retrieved quickly and accurately when needed. As it develops, archiving systems are no longer limited to physical forms, but have shifted to digital archiving, which utilizes information technology as a medium for document storage and management. Digital archiving is considered more effective because it simplifies data access, increases document security, and saves physical storage space.

The development of cloud computing technology has also supported the shift from manual to digital archiving systems. Cloud computing allows users to store data online, allowing documents to be accessed anytime and from any internet-connected device. (Nuril 'Abidah dkk., 2020), Cloud computing is a technology service model that provides easy, fast, and flexible access to computing resources over the internet. The use of cloud technology in education makes it easier for lecturers to manage academic documents more effectively and efficiently.

One of the cloud-based platforms widely used in education is Google Drive. Google Drive is a digital storage service developed by Google to help users store, manage, and share documents online. This platform offers various features to support academic needs, such as file storage, document collaboration, data synchronization, and user access settings. These advantages make Google Drive a practical and easy-to-use digital storage platform for lecturers to support academic administration activities.

According to (Dhika dkk., 2019), The use of cloud-based storage services in education can improve document management effectiveness and facilitate collaboration between users. Furthermore, utilizing Google Drive also supports a more modern work culture, as documents can be accessed in real time without relying on physical storage. This aligns with the development of higher education, which is increasingly prioritizing administrative digitization and technology integration in educational institution governance.

Based on initial observations at the Hasanuddin Islamic Institute in Pare, it was found that some lecturers still manually store academic documents on personal devices without an organized archiving system. Some lecturers also haven't optimally utilized cloud-based storage, resulting in lengthy document searches. Furthermore, some lecturers still don't understand the basic features of Google Drive to support digital archive management. This situation highlights the need to improve lecturers' digital literacy so they can utilize technology more optimally to support academic administration.

Digital literacy is one of the essential competencies that lecturers must possess in the era of technological transformation. Pratiwi et al. state that digital literacy is the ability to understand and utilize information through digital technology effectively and responsibly.(Pratiwi dkk., 2024). In higher education, these skills relate not only to the use of technological devices but also to the ability to systematically manage academic documents and information. Therefore, strengthening digital literacy through training is a strategic step in improving lecturers' competency in digital administration.

Based on these challenges, this activity was implemented in the form of training on the use of Google Drive for digital archiving for lecturers at the Hasanuddin Islamic Institute in Pare. This activity aims to improve lecturers' understanding and skills in utilizing Google Drive as a digital archiving medium, thereby enabling more effective, secure, and structured academic document management. Furthermore, this activity is expected to support the strengthening of digital-based academic administration within the university environment.

Methods

This Community Service Program (PKM) activity was held at the Hasanuddin Islamic Institute in Pare in February 2026, targeting lecturers from various study programs. Twenty-five lecturers with a need for digital-based academic document management participated in the activity. The implementation method used a participatory approach through lectures, demonstrations, hands-on practice, and mentoring. Prior to the training, the community service team conducted initial observations to determine participants' level of understanding of digital archiving.

Observations indicated that some lecturers were still using manual storage systems on personal devices and had not yet optimally utilized cloud-based storage.

The activity began with a presentation on the concept of digital archiving, the importance of technology-based administrative transformation, and an introduction to Google Drive features that can be used in academic document management. Following the presentation, the activity continued with a demonstration of Google Drive usage, from creating storage folders, uploading documents, managing files, to sharing documents online. Next, participants participated in hands-on practice with guidance from the service team so that each participant could understand the application's optimal use. The hands-on practice approach was chosen because it can improve participants' skills in utilizing digital technology in an applicable manner.

The final stage of the activity involved participant evaluation and mentoring. Evaluations were conducted using practical observations and discussions to determine participants' level of understanding after the training. The activity's success was demonstrated through participants' ability to create digital archive folders, upload and manage documents, and share files independently using Google Drive. The evaluation results indicated that most participants experienced improved understanding and skills in digital archive management, enabling this training to support the strengthening of lecturers' digital literacy and the effectiveness of academic administration within the university environment.

Results and Discussion

Results

The implementation of the Google Drive utilization training at IAI Hasanuddin Pare stemmed from the issue of poorly organized digital archive management among lecturers. Based on initial observations, some lecturers still store lecture documents, administrative tools, and research files separately on personal laptops and external storage devices. This situation often makes documents difficult to find when needed. Some participants even admitted that have the same file in multiple versions because they are stored in different places.

These issues became apparent during the practical sessions. Early on, some participants experienced difficulty creating storage folders and uploading files to Google Drive. Some participants still didn't understand the difference between files stored on their devices and files synced to the cloud. Furthermore, some participants were still confused about setting up document sharing access, requiring mentors to provide direct guidance to each participant. This situation hindered the training process, as the participants' abilities varied considerably.

Seeing this situation, the community service team then adjusted the mentoring pattern to be more interactive. Demonstrations on how to use Google Drive were conducted in stages, using

examples of documents frequently used by lecturers, such as lesson plans, teaching materials, journals, and course administration. Participants who had already understood the material were also involved in assisting others who were still experiencing difficulties. This approach made the training atmosphere more active because participants not only listened to explanations but also directly practiced managing digital archives according to their individual needs.



Figure 1. Google Drive Utilization Training for Lecturers

Changes in participants' abilities began to be seen midway through the training. Lecturers who had previously stored files randomly began to be able to classify folders based on academic needs. Some participants even reorganized their old documents directly during the practical session. Furthermore, participants began to understand the benefits of cloud-based storage, particularly in simplifying document retrieval and reducing the risk of file loss due to device damage. The following is a summary of the participants' ability evaluation after the training.

The diagram shows that most participants were able to manage digital folders independently after the training. Participants began to organize documents into specific categories, such as course administration, learning materials, and research documents. Furthermore, some participants also understood how to use the document sharing feature to support academic needs and work collaboration. However, several participants still needed further guidance, particularly on using the synchronization feature and managing file access rights.

Overall, this community service activity not only improved lecturers' technical skills in using Google Drive but also began to establish a more structured and efficient administrative work

pattern. This change is evident in the shift from manual document storage to digital archiving, which is more organized, easily accessible, and more secure for use in daily academic activities.

Discussion

Training on Google Drive utilization for lecturers at the Hasanuddin Islamic Institute in Pare demonstrated that digital archiving issues in higher education are not only related to technology availability but also influenced by conventional administrative work habits. Field findings revealed that some participants still store academic documents on various devices separately without systematic classification, making file retrieval less effective and increasing the risk of document loss. This situation indicates that digital transformation in higher education has not yet been fully optimized, as there remains a gap between technology availability and user readiness to utilize it in a structured manner. This finding aligns with research (Hasbi, 2023) which explains that the success of digitalization of educational administration is not only determined by the existence of technological devices, but is also influenced by the readiness of human resources in changing manual administrative work patterns towards a digital work culture.

Another study conducted by (Setyorini, 2025) also explained that utilizing cloud-based storage media can improve the efficiency of academic document management by simplifying the process of accessing, storing, and distributing data in an integrated manner. The results of this training demonstrate that improving lecturers' digital competencies plays a crucial role in building a more effective, organized, and sustainable academic archiving system. In addition to helping lecturers manage documents more systematically, the use of Google Drive also encourages the creation of an academic work culture that is more adaptive to the development of digital technology in higher education environments.

In addition to impacting digital archiving patterns, the training also demonstrated improved participant skills in operating cloud-based technologies more independently. The changes in participants' abilities after the training demonstrated that a hands-on approach was more effective than a purely theoretical delivery method.

During the training, participants not only received an explanation of Google Drive's functions but also directly practiced managing folders, uploading files, and configuring document access based on their individual academic administration needs. This approach enabled participants to grasp the material more quickly because the training directly related to their daily work activities. This aligns with the experiential learning theory proposed by (Kolb, 2014) that learning will be more effective when participants gain direct experience through the practical process.

The results of this activity are also strengthened by research (Permadi dkk., 2021) which explains that the practice-based training model can optimally improve participants' digital skills

because participants are directly involved in the process of using the technology being learned. In the context of this activity, the experience of trial and error, making mistakes, and making improvements directly becomes an important part of the participants' adaptation process to the use of digital technology. This situation shows that experience-based training not only improves participants' technical understanding but also helps build confidence in utilizing digital technology to support the effectiveness of academic administration in higher education.

In addition to the practical approach, the mentoring pattern during the training also influenced participants' understanding. In the initial stages of the activity, a digital skills gap was evident among lecturers. Some participants were able to follow instructions quickly, while others still struggled with basic tasks such as file synchronization and document sharing settings. This situation indicates that lecturers' digital literacy skills are not yet fully distributed. To address this disparity, the community service team implemented small-group mentoring so that participants experiencing difficulties could receive direct assistance. This strategy made the learning process more interactive and collaborative. These findings support the view (Karina dkk., 2024) which emphasizes the importance of social interaction and mentoring in helping participants achieve new abilities that they previously could not do independently.

The results also showed that real-needs training was more easily accepted by participants than general training. During the practicum, participants used documents they actually use in their daily academic activities, such as lesson plans (RPS), teaching materials, course administration, and research documents. This situation made participants feel that the training material had a direct impact on their work. According to Malcolm Knowles, adult learning will be more effective if the material... The materials learned were relevant to the participants' needs and experiences. This activity demonstrated that the relevance of the training material to the lecturers' administrative needs was a factor that accelerated the adaptation process to using Google Drive as a digital archiving medium.

Although the training activities demonstrated positive results, several obstacles were encountered during implementation. Limited basic technological skills among some participants caused the mentoring process to take longer than initially planned. Furthermore, the stability of the internet connection during the practice also impacted the smoothness of document uploads several times. These conditions demonstrate that the implementation of technology-based training depends not only on the quality of the materials and presenters, but also on the readiness of the supporting infrastructure and the initial skills of the participants. Therefore, similar training should not be conducted in a single session but should be accompanied by follow-up mentoring to enable participants to utilize digital features more optimally.

More broadly, this community service activity demonstrates that utilizing Google Drive not only helps lecturers store documents digitally but also begins to foster a more systematic and efficient administrative work culture within the university environment. Cloud-based archiving facilitates document retrieval, file management, and collaboration between users in academic activities. This is a crucial element in supporting the transformation of educational administration towards a more modern and integrated one. Therefore, digital archiving training not only improves the individual skills of participants but also has implications for strengthening the academic administration system within universities more broadly.

Conclusion

Training on utilizing Google Drive for digital archiving for lecturers at the Hasanuddin Islamic Institute in Pare demonstrated that improving lecturers' digital literacy can be achieved more effectively through a hands-on approach and mentoring based on real-world work needs. Prior to the training, some lecturers were still managing academic documents conventionally, resulting in unsystematic archiving and potentially challenging document retrieval and distribution. After the training, participants began to utilize Google Drive to manage folders, store cloud-based documents, and share files in a more structured manner according to academic administration needs.

The results of the community service also demonstrated that the training not only improved technical skills in using the application but also helped raise lecturers' awareness of the importance of digital-based academic administration transformation in higher education. The hands-on practice during the training facilitated participants' understanding of the material, as it directly related to their daily administrative activities. Furthermore, gradual mentoring assisted participants with limited digital skills, enabling a more optimal technology adaptation process.

More broadly, this activity contributes to strengthening the digital work culture within higher education, particularly in more effective, flexible, and integrated academic archive management. Therefore, similar training needs to be implemented on an ongoing basis with broader coverage to ensure lecturers' digital literacy skills continue to develop in line with the demands of technological transformation in the higher education system.

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