



## SYSTEMATIC MANAGEMENT OF DIGITAL EDUCATION SERVICES IN ISLAMIC SENIOR HIGH SCHOOLS

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### ABSTRACT

*This study aims to provide an in-depth description of digital-based educational service management at SMA Muhammadiyah Mlati, covering both academic and non-academic aspects. The research employed a descriptive qualitative approach, with data collected through in-depth interviews, direct observations, and documentation involving the principal, vice principal for curriculum affairs, teachers, administrative staff, and school operators. Data analysis was conducted using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing, with validity ensured through source and method triangulation. The findings indicate that digital service management at SMA Muhammadiyah Mlati is implemented systematically through stages of planning, organizing, implementation, and evaluation. In the academic aspect, programs such as ASBK, UASBK, and the digital library operate effectively through structured task organization based on official decrees and the use of e-learning platforms. Meanwhile, non-academic services such as Dapodik, ARKAS, and Online Student Admission enhance administrative efficiency. The main challenge lies in teachers' adaptation to technology; however, the school's support through continuous training, technical assistance, and the provision of classroom operators has successfully improved digital competence and the overall effectiveness of digital-based educational service management.*

**Keywords:** *Digital education management, Technology-based academic services, School administrative efficiency, Learning quality*

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan secara mendalam manajemen layanan pendidikan berbasis digital di SMA Muhammadiyah Mlati, mencakup aspek akademik dan non-akademik. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan teknik pengumpulan data melalui wawancara mendalam, observasi langsung, dan dokumentasi terhadap kepala sekolah, wakil kepala sekolah bidang kurikulum, guru, tenaga kependidikan, dan operator sekolah. Analisis data dilakukan dengan model interaktif Miles & Huberman, yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan, dengan validitas dijaga melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa manajemen layanan digital di SMA Muhammadiyah Mlati dilaksanakan secara sistematis melalui tahap perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Pada aspek akademik, program seperti ASBK, UASBK, dan perpustakaan digital berjalan efektif berkat pengorganisasian berbasis Surat Keputusan (SK) dan penggunaan platform e-learning. Sementara itu, layanan non-akademik seperti Dapodik, ARKAS, dan PPDB Online mendukung efisiensi administrasi. Hambatan utama terletak pada adaptasi guru terhadap teknologi, namun dukungan sekolah melalui pelatihan, pendampingan teknis, dan penyediaan operator kelas berhasil meningkatkan kompetensi digital dan efektivitas manajemen layanan pendidikan berbasis digital.

**Kata Kunci:** Manajemen pendidikan digital, Layanan akademik berbasis teknologi, Efisiensi administrasi sekolah, Kualitas pembelajaran

## 1. INTRODUCTION

The development of information and communication technology (ICT) has brought significant changes across various sectors, including education. The digitalization of educational services has become a necessity to enhance the effectiveness, efficiency, and accessibility of school operations both in academic domains (assessment, learning, digital libraries) and non-academic areas (administration, finance, student admission) [1]. This transformation aligns with the direction of 21st-century education, which emphasizes digital literacy, collaboration, and data-driven decision-making [2]. At the secondary school level, the implementation of digital-based services has the potential to accelerate administrative processes, increase transparency, and enrich learning models, thereby responding more effectively to the needs of students and other stakeholders.

In the Indonesian context, educational policies and digitalization programs encourage schools to adopt systems such as e-Report, Dapodik, ARKAS, Online Student Admission (PPDB), and computer-based assessment platforms like ANBK, ASBK, and UASBK. The implementation of these systems requires effective management to ensure optimal benefits; digital service management should include data-based planning, clear organization, standardized implementation, and well-structured evaluation and monitoring mechanisms [3]. Previous studies have shown that the success of digitalization depends not only on the availability of technology but also on the quality of governance, the strengthening of human resource capacity, and synergy among school units [4]. Therefore, research on the management practices of digital services at the school level is essential to identify key success factors and challenges in implementation.

The implementation of digital-based academic services, such as e-learning and digital libraries, has the potential to improve learning quality when supported by student-centered planning and sustainable technology use [5]. Observations in several schools indicate that data-driven planning based on student report analysis and literacy needs can lead to the development of digital services that are relevant to students' learning contexts. However, planning alone is insufficient; proper organization through formal task assignments (e.g., decrees on responsibilities) and the establishment of technical teams are key to ensuring coordinated and non-overlapping implementation [6]. These findings are relevant as a reference point in evaluating practices at SMA Muhammadiyah Mlati, where digital academic services are being gradually implemented.

The non-academic aspects such as financial management (ARKAS), data administration (Dapodik), and online admissions (PPDB) also require adaptive management to ensure administrative efficiency and accountability. Previous studies highlight that digitalized administration can reduce manual workloads, accelerate financial reporting, and increase budget transparency when supported by standard operating procedures and competent human resources [7]. However, transitional challenges often arise, including resistance to change and digital competence gaps among staff [8]. Therefore, a detailed study of how SMA Muhammadiyah Mlati plans, organizes, implements, and evaluates digital non-academic services can provide insights into best practices and policy recommendations.

Adaptation barriers during the early stages of digital service implementation especially among teachers unfamiliar with new platforms are consistently reported in the literature [9], [10]. Continuous training, technical assistance, and the presence of class operators have been identified as effective interventions to accelerate teachers' learning curves and minimize operational disruptions. Furthermore, ongoing evaluation and monitoring mechanisms enable schools to make evidence-based improvements, ensuring that digital programs evolve beyond the initial implementation phase into institutionalized practices [11], [12]. The need for a holistic model of digital service management integrating organizational structure, human resources, infrastructure, and school culture underscores the importance of more comprehensive field research.

Based on these considerations, this study focuses on analyzing the management of digital-based educational services at SMA Muhammadiyah Mlati, aiming to describe planning, organizing, implementation, evaluation, challenges, and existing support mechanisms, while linking findings to previous research to formulate improvement recommendations. This study is significant as it provides contextual empirical evidence that can assist school practitioners and policymakers in enhancing administrative efficiency and learning quality through digitalization. Using a descriptive qualitative methodology, the research is

expected to present a comprehensive depiction and practical recommendations applicable to SMA Muhammadiyah Mlati and similar educational institutions.

## **2. TINJAUAN PUSTAKA**

### **3. LITERATURE REVIEW**

#### **2.1. Digital Education Management**

Digital education management refers to the process of managing educational resources through the use of information and communication technology (ICT) to enhance the effectiveness, efficiency, and quality of educational services. According to Aprianto et al. [13] and Alam et al. [14], digital education management encompasses the planning, organizing, implementation, and evaluation of all technology-based educational activities, both academic and non-academic. The implementation of digitalization in school management includes various systems such as e-learning, e-report, digital financial management (ARKAS), and data management systems like Dapodik, which enable faster and more accurate data processing. Through digitalization, school administrative processes become more transparent, efficient, and easily accessible to stakeholders. This aligns with Nailalmarom et al. [15] assertion that digital transformation in education is a strategic step toward establishing modern educational governance focused on quality and accountability.

In addition to enhancing administrative efficiency, digital education management plays a crucial role in improving learning quality. Amin & Sundari [16] states that the application of digital technology enables a paradigm shift from conventional models to more interactive, flexible, and learner-centered approaches. Digital platforms such as Learning Management Systems (LMS), Google Classroom, and e-libraries provide collaborative spaces for teachers and students in the teaching and learning process [17], [18]. With effective management systems, schools can ensure that all educational components curriculum, educators, and students adapt to technological advancements in a structured and measurable manner. Tavares et al. [19] emphasize that the effectiveness of digital education management depends heavily on human resource readiness and institutional policies integrating technology into managerial practices. Therefore, digital education management is not merely about using technological tools but represents a comprehensive strategy for realizing education that meets the demands of the digital era.

#### **2.2. Technology-Based Academic Services**

Technology-based academic services are innovations in educational management systems that integrate information and communication technology to support all academic activities within schools. According to Asad et al. [20], digital academic services encompass the planning, implementation, and evaluation of academic activities such as computer-based examinations, grade management through e-reports, online attendance systems, and application-based student data management [21], [22]. The implementation of such services aims to improve efficiency, accuracy, and transparency in academic data management. Furthermore, digital systems allow teachers and educational staff to work more efficiently and collaboratively through integrated online platforms. This aligns with Asbari [23] findings that the digitalization of academic services can reduce teachers' administrative workload, accelerate assessment processes, and strengthen communication among schools, students, and parents. Thus, the application of technology-based academic services serves as a strategic step in supporting modern and effective educational governance.

Beyond administrative efficiency, technology-based academic services have a significant impact on improving learning quality and students' learning experiences. Borup et al. [24] highlights that technology-based learning systems facilitate broader interaction, flexible access to learning materials, and more organized academic data management. The use of platforms such as Learning Management Systems (LMS), e-learning applications, and digital libraries has expanded learning spaces beyond time and location constraints. Supported by digital academic management, teachers can monitor students' learning progress in real time and adjust instructional strategies accordingly [25]. Phage et al. [26] further assert that the success of digital academic services depends on technological infrastructure readiness and teachers' digital competencies in managing technology-based systems. Therefore, technology-based academic services are not merely administrative tools but form the foundation for educational transformation toward adaptive, transparent, and quality-oriented learning systems in the digital era.

#### **2.3. School Administrative Efficiency**

School administrative efficiency is one of the key indicators in realizing effective and functional educational governance. According to Tarso et al. [27], administrative efficiency refers to the institution's ability to manage human resources, finances, facilities, and information optimally to achieve educational

goals with minimal use of time, energy, and cost. Efficient school administration ensures that planning, implementation, and evaluation processes run systematically, supporting the provision of quality educational services. In the modern context, administrative efficiency depends not only on the managerial capabilities of school leaders and staff but also on the application of digital technologies that can minimize errors, accelerate decision-making, and improve data accuracy. Research by Faizah et al. [28] shows that schools implementing digital-based administrative systems experience significant improvements in report timeliness, documentation orderliness, and ease of information access across departments.

Furthermore, school administrative efficiency plays an essential role in supporting learning effectiveness and improving educational quality. Syah et al. [29] explain that efficient administrative systems allow teachers to focus more on teaching activities because administrative workloads are reduced through automation and digitalization. For example, the use of e-report applications, ARKAS-based financial systems, and digital student data management platforms accelerates administrative processes previously conducted manually. Thus, administrative efficiency fosters a productive, transparent, and accountable work environment, which positively affects the overall quality of educational services. Nugroho et al. [30] adds that school administrative efficiency involves not only speed and accuracy but also the institution's adaptability to changing systems and technologies. Therefore, strengthening human resource capacity and developing digital infrastructure are essential factors in establishing efficient, sustainable school administration aligned with 21st-century educational demands [31].

#### **2.4. Learning Quality**

Learning quality is one of the key factors determining the success of the educational process in schools. According to Kintoko et al. [32], learning quality can be measured by the extent to which the teaching and learning process brings about behavioral, knowledge, and skill changes in students according to predetermined educational objectives. Learning quality is influenced not only by teachers' teaching abilities but also by other factors such as curriculum design, facilities, learning environments, and managerial support from the school. In the 21st century context, learning quality also encompasses teachers' ability to apply innovative, technology-based, and student-centered approaches. Research by Pisriwati et al. [33] reveals that integrating technology into learning increases interactivity, expands access to learning resources, and fosters student independence in exploring knowledge. Thus, high-quality learning produces not only academically competent students but also those who are adaptive to global changes and challenges.

Moreover, improving learning quality is closely linked to educational management and school policies that encourage instructional innovation. Efendi et al. [34] emphasizes that principals and teachers play strategic roles in creating conducive learning environments through structured, data-driven planning, implementation, and evaluation. In the digital era, learning quality can be enhanced through the use of Learning Management Systems (LMS), e-learning platforms, and interactive media that promote flexible and personalized learning. Studies by show that schools implementing technology-based learning experience significant improvements in students' learning motivation and academic performance. This indicates that learning quality cannot be separated from a school's ability to manage resources effectively and utilize technology to support teaching and learning activities. Therefore, continuous efforts to enhance learning quality must involve collaboration among teachers, school management, and educational stakeholders to cultivate a generation of learners who are excellent, critical, and innovative.

#### **4. RESEARCH METHODOLOGY**

This study employs a descriptive qualitative approach aimed at providing an in-depth description of the management process of digital-based educational services at SMA Muhammadiyah Mlati, covering both academic and non-academic aspects. The qualitative approach was chosen because it allows the researcher to understand phenomena contextually through the direct experiences of participants in their natural settings [35]. The research subjects include the principal, vice principal for curriculum affairs, teachers, educational staff, and school operators who are directly involved in implementing digital services. Data were collected using three main techniques: in-depth interviews, direct observation, and documentation. Semi-structured interviews were conducted to obtain information on the planning, organizing, implementation, and evaluation processes of digital services. Observations were carried out by directly monitoring e-learning activities, planning meetings for ASBK and UASBK, and the use of digital systems such as ARKAS,

Dapodik, and E-Raport. Documentation was used to strengthen the data through the collection of archives, meeting minutes, official decrees (SK), evaluation reports, and photographs of school activities. Data analysis was conducted qualitatively and descriptively by following the steps proposed by Miles & Huberman [36], namely data reduction, data display, and conclusion drawing. Data reduction was performed by selecting and focusing on essential information derived from interviews, observations, and documentation relevant to the research focus. The data were then presented in the form of narrative descriptions that illustrate the stages of digital service management in the school. Conclusion drawing was carried out by interpreting the field findings to understand the patterns, relationships, and meanings behind the digitalization process of education at SMA Muhammadiyah Mlati. To ensure data validity and credibility, the researcher employed source and method triangulation techniques [37], by comparing the results of interviews, observations, and documentation to ensure information consistency. Therefore, this research method is expected to provide a comprehensive overview of the implementation, challenges, and support systems in the management of digital-based educational services at SMA Muhammadiyah Mlati.

## 5. RESULTS AND DISCUSSION

### 4.1. Digital-Based Academic Service Management

Based on the results of interviews, observations, and documentation, it was found that the management of digital-based academic services at SMA Muhammadiyah Mlati begins with a systematic and well-directed planning stage. This planning process is divided into several types of academic services, such as ASBK, UASBK, and the digital library, which have been previously implemented. Each planning activity is based on an analysis of the previous year's educational report to identify problems and areas that need improvement. For instance, the planning of ASBK and UASBK services is carried out through special meetings led by the principal and attended by all staff members. These meetings discuss the technical aspects of implementation, the need for facilities and infrastructure, task distribution, and scheduling. Meanwhile, the planning for digital library development is based on an in-depth analysis of literacy data and students' learning outcomes recorded in educational reports, ensuring that the digital services provided truly address students' learning needs in the digital era.

The next stage is organization, which is formally carried out through the issuance of official decrees (Surat Keputusan or SK) that define the division of tasks among teachers and educational staff. Documentation results show that each team member has specific responsibilities according to their field, such as the ASBK and UASBK implementation teams, digital library managers, and technology infrastructure coordinators. This organizational structure ensures that every digitalization activity runs in a coordinated manner without overlap. In the interview, the principal emphasized that the SK-based task distribution serves as a foundation for achieving professional and accountable management. With a clear organizational system, all digital-based academic activities can proceed as planned, and teachers have well-defined roles in supporting the implementation of digitalization programs within the school environment.

The implementation stage is a crucial part of digital-based academic service management. Based on classroom observations, teachers have integrated technology into learning activities through e-learning platforms that enable interactive collaboration between teachers and students. The previously conventional learning process has shifted to a digital model, aligning with the five learning shifts proposed by Turmudi et al. [38]: from training to performance, from physical classrooms to flexible learning locations accessible from anywhere, from paper-based to online media, from physical facilities to digital networks, and from cyclical time to real-time learning. This shift indicates that teachers at SMA Muhammadiyah Mlati have successfully utilized technology to create more dynamic and adaptive learning experiences that meet the needs of the digital generation. Documentation of learning activities also shows that students have become more active in seeking and processing information through the digital platforms provided by the school.

The final stage involves the evaluation and monitoring of the implementation of digital-based academic services. According to the interview with the vice principal for curriculum affairs, evaluation activities are conducted after each program is completed through internal evaluation meetings. For example, after the ASBK and UASBK activities, an evaluation meeting is held to review implementation effectiveness, technical challenges encountered, and follow-up actions for future improvements. Documentation of these meetings shows that evaluations focus not only on final outcomes but also on implementation processes and the level of teacher and student engagement. This monitoring serves as a foundation for the school to improve its digital service systems, making them more efficient and relevant to educational needs. Thus, the management of digital-based academic services at SMA Muhammadiyah Mlati has been systematically implemented through interrelated stages of planning, organizing, implementation, and evaluation.

#### 4.2. Digital-Based Non-Academic Service Management

Based on interviews, observations, and documentation, the implementation of digital-based non-academic service management at SMA Muhammadiyah Mlati is carried out by considering the school's needs and adhering to the principles of efficiency and effectiveness. The planning stage is conducted systematically, involving core teams from each service, such as ARKAS, Dapodik, and SIPLah. The principal, along with relevant teams such as the ARKAS team and the school treasurer holds internal discussions to determine the school's priority needs based on observations and evaluations from the previous year's activities. Documentation results show that this planning process is oriented toward analyzing the school's actual needs, particularly in financial management, administration, and supporting facilities for teaching and learning activities. This participatory planning approach ensures that each decision made aligns with on-the-ground realities and supports the overall smooth operation of the school.

The organizational stage involves a clear division of tasks through the issuance of official decrees (SK) by the principal. Based on interviews, the division of tasks includes implementation team structures for each digital non-academic service, such as Dapodik officers, ARKAS managers, and those responsible for E-Raport and Online Student Admissions (PPDB Online). Each staff member listed in the SK has specific responsibilities according to their field, allowing coordination between divisions to run effectively. Field observations show that this organizational system facilitates workflow, as each staff member clearly understands their roles and responsibilities. Moreover, school administration documentation indicates that SK-based task distribution helps maintain transparency, accountability, and minimizes overlapping tasks among units. Therefore, the organization stage serves as a crucial foundation to ensure that digital-based non-academic services are implemented in an orderly and systematic manner.

The implementation and evaluation stages form the final part of the digital-based non-academic service management process. Based on observations, each service is carried out in accordance with the SK and follows the procedures established during the planning meetings. The principal and supervisory team play active roles in ensuring that each service runs properly, whether in data management, budgeting, or other administrative services. Once all activities are completed, evaluation meetings are held as a form of monitoring to assess the effectiveness and efficiency of program implementation. Documentation of these meetings shows that evaluations are conducted transparently, discussing achievements, technical challenges, and improvement steps for future cycles. This evaluation process serves not only as a reflection tool but also as a foundation for innovation and further development of digital non-academic services that are more responsive to the school's evolving needs.

#### 4.3. Barriers and Support

Based on the results of interviews, observations, and documentation, it was found that the main challenge faced by teachers in managing digital-based educational services at SMA Muhammadiyah Mlati lies in the adaptation process during the initial phase of system implementation. The transition from conventional to digital systems requires significant changes in work patterns, habits, and technological proficiency. Several teachers experienced difficulties in understanding the use of new digital platforms such as e-learning systems, e-report cards, and web-based administrative applications. Classroom observations revealed that some teachers needed more time to adapt to the digital devices used in teaching and assessment. Additionally, documentation of teacher training activities indicated that differences in technological skills among teachers posed one of the major challenges in the digitalization process of educational services.

Nevertheless, the school has provided continuous support to help teachers adapt optimally to the digital system. According to interviews with the principal, support is provided in the form of ongoing technical guidance through training sessions, workshops, and direct field assistance. Each teacher is given the opportunity to participate in digital competency enhancement activities according to their individual needs. Documentation results show that these mentoring activities are routinely conducted every semester to strengthen teachers' digital literacy while improving the efficiency of technology-based educational service implementation [39], [40]. Observations also indicate that teachers who actively participate in technical guidance programs tend to adapt more quickly and are able to integrate digital tools effectively into their teaching practices.

In addition to technical mentoring, another form of support provided by the school is the assignment of class-level operators who assist teachers in carrying out various digital education services. These operators

are responsible for providing technical assistance, such as data entry, managing e-report systems, and supporting the operation of applications used in teaching and administration. Based on documentation, the presence of class operators has proven to ease the workload of teachers who face technical difficulties, ensuring that digital programs run more smoothly and efficiently. Field observations also demonstrate that collaboration between teachers and operators fosters a supportive and cooperative working environment. With this multi-layered mentoring system and adequate technical support, the adaptation barriers faced by teachers have been gradually minimized, allowing the implementation of digital-based educational service management at SMA Muhammadiyah Mlati to proceed more effectively and sustainably.

#### 4.4. Discussion

Based on the findings from interviews, observations, and documentation, the implementation of digital-based educational service management at SMA Muhammadiyah Mlati demonstrates that the school has systematically executed planning, organizing, implementation, and evaluation processes for both academic and non-academic services. In the academic domain, services such as ASBK, UASBK, and the digital library have been designed based on data-driven analysis and real field needs, with all teaching staff actively involved in coordination meetings led by the principal. This process reflects the school's commitment to achieving effective, technology-based educational governance. These findings align with Putri & Siswanto [41] and Wantoro et al. [42], who stated that the implementation of digital-based academic systems in secondary schools can enhance administrative efficiency and data accuracy in student management. Digitalization not only accelerates educational services but also promotes the development of a digital literacy culture within the school [43].

In terms of organization, SMA Muhammadiyah Mlati has adopted a formal task distribution system through the issuance of official decrees (SK), which clarify the roles of each teacher and staff member. This organizational approach supports coordination and coherence among divisions responsible for managing digital services such as ARKAS, Dapodik, and Online Student Admissions (PPDB Online). This finding is consistent with Ibrahim et al. [44] and Akhyar & Kasim [45], who emphasized that the effectiveness of digital education management largely depends on a clear organizational structure and strong internal communication. Through this structured organization, every individual in the school understands their specific duties, enabling smooth digital system operation and minimizing task overlap. Clear role delineation also fosters accountability and professionalism among educators in executing transparent and efficient digital services [46].

At the implementation stage, teachers at SMA Muhammadiyah Mlati have successfully integrated technology into the teaching process using e-learning platforms. The adoption of digital tools has transformed traditional learning approaches into more interactive, flexible, and context-based models aligned with the five learning shifts proposed by Eom [47] and Siswanto et al. [48]. Observations revealed that students are more engaged in accessing, analyzing, and processing information from various digital sources. This is consistent with Santos et al. [49], who found that the application of e-learning through digital management systems can enhance students' autonomy and active participation in learning. Therefore, the implementation of digital academic services at SMA Muhammadiyah Mlati reflects a paradigm shift toward 21st-century education that is adaptive to technological advancements.

Evaluation and monitoring serve as key components in maintaining the sustainability of digital service management. Based on interviews, every digital program, such as ASBK and UASBK, is followed by a reflection meeting aimed at identifying effectiveness, technical challenges, and necessary improvements. Evaluation is not only focused on outcomes but also examines teacher engagement and the readiness of technological infrastructure. This aligns with Cholid et al. [50] and Kristiawan et al. [51], who asserted that structured digital monitoring and evaluation systems can improve educational management quality and accelerate data-driven decision-making. At SMA Muhammadiyah Mlati, evaluation results are used as a foundation for enhancing digital services to be more responsive to curriculum changes and student learning needs. The participatory evaluation process also strengthens a culture of reflection among teachers in addressing technological implementation challenges [52].

In terms of barriers and support, this study reveals that the greatest challenge for teachers lies in the early stages of adapting to the digital system. Many teachers encountered difficulties in understanding new technological features such as e-reporting and online administrative systems. However, the school proactively provides support through continuous training, workshops, and technical assistance. This aligns with Siswanto et al. [53] and Putri et al. [54], who noted that the success of educational digitalization

depends heavily on teacher competency development programs and the availability of technical support staff. At SMA Muhammadiyah Mlati, the presence of classroom operators assists teachers in overcoming technical challenges, ensuring effective and consistent digital implementation. Thus, the combination of continuous training, technical support, and structured management has positioned SMA Muhammadiyah Mlati as a successful model of digital-based educational service management in the current era of educational transformation.

## 6. CONCLUSION

Based on the results of interviews, observations, and documentation, it can be concluded that the management of digital-based educational services at SMA Muhammadiyah Mlati has been systematically implemented through the stages of planning, organizing, implementation, and evaluation in both academic and non-academic aspects. The school has successfully utilized digital technology to enhance administrative efficiency, data management transparency, and the quality of learning, which has become more interactive and contextual. However, the main challenge faced by teachers lies in the adaptation process to the digital system, particularly during the initial stages of implementation. Nevertheless, continuous support from the school in the form of training, workshops, and the provision of class-level operators has helped teachers adjust and improve their digital competence. Therefore, it is recommended that SMA Muhammadiyah Mlati continue to strengthen teacher capacity-building programs in technology, expand digital infrastructure to support learning, and enhance data-driven monitoring and evaluation systems to ensure the sustainability and effectiveness of digital educational service management in the future

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