



## **Optimization Of belajar.id Accounts In School Data Inventory At SDIT Inspratif Bojongsoang Regency**

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Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

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### **ABSTRACT**

The digital transformation of education requires schools to manage data in an integrated, accurate, and sustainable manner to support data-driven governance and learning improvement. One strategic instrument provided by the Indonesian Ministry of Education, Culture, Research, and Technology is the belajar.id account, which functions as an official digital identity integrated with national education platforms. However, at the elementary school level, the utilization of belajar.id accounts is often limited to learning access and has not been optimally applied for systematic school data inventory. This community service program aims to optimize the use of belajar.id accounts for school data inventory at SDIT Inspiratif Bojongsoang Regency. The program was implemented through four stages: administrative preparation, program planning through workshops, program implementation via direct mentoring, and program evaluation. Activities included capacity building for principals, teachers, and school operators; mentoring in account management and access settings; development of a digital-based school data inventory system; and organization of cloud-based digital archives. The results indicate a significant improvement in participants' understanding and competence in utilizing belajar.id accounts beyond instructional purposes, particularly for managing student data, educator and staff data, learning documentation, and administrative archives. The school successfully established an integrated and structured digital data inventory system that supports transparency, efficiency, and accessibility. Furthermore, the optimization of belajar.id accounts strengthened data-driven school governance, enabling principals to use inventory data as a basis for planning, evaluation, and decision-making in line with the Independent Curriculum and deep learning principles. Despite minor challenges, particularly related to teachers without belajar.id accounts in private school settings, the program demonstrates strong sustainability potential supported by human resource readiness, institutional commitment, and alignment with national digital education policies. This program can serve as a replicable model for elementary schools seeking to enhance digital-based data governance.

**Keywords:** *belajar.id, school data, inventory*

## **INTRODUCTION**

Digital transformation in education is one of the Ministry of Education, Culture, Research, and Technology's strategic agendas to realize effective, transparent, and data-driven governance of educational units. One crucial instrument supporting this transformation is the belajar.id account, which serves as the official digital identity for students, educators, education personnel, and educational units. This account is integrated with various national platforms such as Dapodik, Education Reports, ARKAS, and digital-based learning and administration services.

However, at the elementary education level, the use of belajar.id accounts tends to be limited to online learning access, while its function as a strategic tool for inventorying and managing school data has not been fully optimized. This situation has resulted in the lack of systematic organization of school data, including data on students, educators, and education personnel, learning tools, and digital-based school administrative archives.

SD Inspiratif, as an elementary education unit striving to implement the Independent Curriculum, faces challenges in managing accurate, up-to-date, and easily accessible school data. Data inventory is still conducted partially, scattered across various media, and not yet integrated into a single, sustainable digital system. As a result, school data has not been fully utilized as a basis for managerial decision-making, program planning, learning evaluation, and improving the quality of educational services.

On the other hand, the Independent Curriculum requires schools to develop student-centered, differentiated learning, and based on reflection and authentic data. Without a well-organized data inventory system, schools will struggle to map student learning needs, monitor the learning process, and document meaningful and sustainable learning practices (deep learning).

Based on these conditions, mentoring efforts are needed through community service activities focused on optimizing the belajar.id account for school data inventory at Inspiratif Elementary School. This activity is expected to increase the capacity of principals, teachers, and school operators in managing school data in an integrated, valid manner, and oriented towards utilizing data to improve the quality of learning and school governance. By optimizing the belajar.id account, Inspiratif Elementary School is expected to be able to build a digital school ecosystem that is effective, accountable, and aligned with national education policies.

## **METHODOLOGY**

### **Administrative Phase**

The administrative phase is the initial stage in implementing a community service program. It aims to ensure institutional readiness, activity legality, and a

shared understanding between the implementation team and partners. This phase serves as a crucial foundation for ensuring that the program is implemented in a planned, systematic manner, and in accordance with established objectives.

Activities in the administrative phase include:

1. Initial Coordination with the School

The community service team conducted initial coordination with the principal of Inspiratif Elementary School to convey the intent, objectives, and scope of the community service activities. This coordination aims to establish a common understanding regarding the school's needs and the types of support required during program implementation.

2. Identification of School Needs and Initial Conditions

Initial data was collected regarding the current state of use of the belajar.id account and the school's data inventory system. This activity included identifying the roles of the principal, teachers, and school operators in data management and any challenges encountered.

3. Preparation of Activity Planning Documents

The community service team prepared activity planning documents that included the implementation schedule, task allocation, mentoring materials, and program success indicators. This document served as a reference for implementing community service activities at partner schools.

4. Permits and Determination of Activity Partners

The school obtained permits for the implementation of the activity and designated SD Inspiratif as the official community service partner.

5. Preparation of Instruments and Administrative Tools

The community service team prepared supporting instruments for the activity, such as participant attendance lists, activity documentation formats, and other administrative tools required during the program's implementation.

### Program Planning Stage through Workshop Implementation

The program planning stage was implemented through a workshop on optimizing the belajar.id account in the school data inventory at SDIT Inspiratif. This workshop was designed as an initial effort to build shared understanding, increase the capacity of the school community, and formulate a follow-up plan tailored to the school's needs and conditions.

Activities at this stage include:

1. Workshop Material Planning

The community service team developed workshop materials covering:

- a. Digital transformation policies in education and the role of the belajar.id account
- b. The function of the belajar.id account in managing and inventorying school data

- c. Integration of the belajar.id account with the school data system
- d. Practices for managing digital-based school archives and data
- e. The materials were designed contextually and applicably according to the characteristics of elementary schools.

## 2. Determining Workshop Participants

Workshop participants included:

- a. School principals
- b. Classroom and subject teachers
- c. School operators and related education personnel
- d. The involvement of all school elements aims to build collaboration and understanding in school data management.

## 3. Workshop Schedule and Methodology Development

The workshop will be held on Thursday, December 18, 2025, face-to-face, using the following approach:

- a. Material delivery (interactive lecture)
- b. Discussion and Q&A
- c. Simulation and hands-on practice of using belajar.id accounts
- d. This method is expected to improve participants' conceptual understanding and practical skills.

## 4. Formulation of Workshop Objectives and Achievements

The workshop is designed to achieve the following outcomes:

- a. Increased participant understanding of optimizing belajar.id accounts
- b. Mapping the initial conditions of the school data inventory
- c. Formulation of school data management needs and priorities

## 5. Workshop Evaluation Planning

To measure the effectiveness of the activity, an evaluation plan has been prepared, including:

- a. Participant reflections after the workshop
- b. Feedback on the materials and implementation
- c. Identification of improvements in understanding and readiness for implementation

Through the program planning stage realized in this workshop, it is hoped that SDIT Inspiratif will have a strong foundation for implementing belajar.id account optimization in a structured and sustainable manner in the school data inventory.

## Program Implementation Phase

The program implementation phase is the actual implementation phase of the results of the planning and workshops conducted. At this stage, the optimization of

the belajar.id account for school data inventory at SDIT Inspiratif is implemented in stages through direct mentoring of the school community, particularly the principal, teachers, and school operators.

Activities in the program implementation phase include:

#### 1. Mentoring the Belajar.id Account Setup

The community service team provides mentoring in:

- a. Creating shared drives for the belajar.id admin account
- b. Arranging user roles and access rights
- c. Disseminating the drive creation and structuring of drive members, roles, and user access

#### 2. Implementation of the School Data Inventory System

Schools are assisted in implementing a data inventory system that includes digital-based archiving of school administrative documents. All data is managed through the belajar.id account and its supporting services.

#### 3. School Digital Archives Organization

Mentoring was provided in the development of the school's digital archive structure on the educational unit's Google Drive, including:

- a. School management folder
- b. Administration and reporting folder
- c. This archive organization aims to facilitate data access, monitoring, and updating.

Through this program implementation phase, it is hoped that optimizing the belajar.id account will not only be administrative but will also have a direct impact on improving the quality of school governance and learning at SDIT Inspiratif.

#### Program Evaluation Phase

The program evaluation phase was conducted to assess the level of achievement of community service objectives and the effectiveness of optimizing the belajar.id account in school data inventory at SDIT Inspiratif. Evaluation was conducted systematically and continuously to ensure the program had a real impact and could be continued by the school.

Activities in the program evaluation phase include:

#### 1. Evaluation of the Program Implementation Process

The evaluation is conducted to assess the alignment between planning and activity implementation, including:

- a. Implementation of the administration, planning, and implementation stages
- b. Participation of the principal, teachers, and school operators
- c. Suitability of mentoring methods to school needs

This evaluation aims to identify obstacles and supporting factors in program implementation.

## 2. Evaluation of Program Results

The evaluation of results focuses on program achievements, including:

- a. Improved understanding and skills of school members in utilizing the belajar.id account
- b. Establishment of a digital-based school data inventory system

## 3. Measurement of Success Indicators

Measurement of success indicators is carried out through:

- a. Direct observation of school data management
- b. Reflection and feedback from program participants
- c. These indicators are used to objectively assess the effectiveness and impact of the program.

## 4. Program Reflection and Follow-up

Reflection is conducted with the principal and school team to:

- a. Identify ongoing good practices
- b. Develop recommendations for improvement and further development
- c. Formulate a sustainable plan for optimizing the belajar.id account at the school

## 5. Documentation and Reporting of Evaluation Results

The evaluation results are documented in a program evaluation report, which forms part of the final community service report. This report serves as a reflection, accountability, and reference for future program development.

Through this program evaluation stage, it is hoped that community service activities will not only be oriented towards implementation but also generate institutional learning that supports the continuous improvement of school governance and learning.

## **RESULT AND DISCUSSION**

### Results Achieved Based on Program Outputs

The implementation of the community service program entitled "Optimizing belajar.id Accounts in School Data Inventory at SDIT Inspiratif" has produced various achievements in line with the planned outcomes. The results demonstrate an increase in the capacity of the school community and improvements in digital-based school data governance.

### 1. Improving School Community Competence

The results of workshops and mentoring activities indicate an increase in the understanding of principals, teachers, and school operators regarding the function and use of belajar.id accounts. School communities are able to manage belajar.id accounts not only as a means of accessing learning but also as a supporting instrument for integrated school data inventory.

### 2. Establishment of a School Data Inventory System

The school now has a school data inventory system based on belajar.id accounts, which includes data on students, educators and education personnel, learning, and school administrative archives. The data is structured and well-documented, facilitating data monitoring and updating.

### 3. Organizing School Digital Archives

The school's digital archives have been systematically organized on cloud-based storage. The folder structure is tailored to the needs of school management and learning, ensuring easy access to school documents within the designated authority and supporting transparent data management.

### 4. Identification of Best Practices

Program implementation has yielded good practices in optimizing the belajar.id account, which can serve as a model for school data management. These practices have the potential to be replicated and developed in other educational institutions.

Overall, the results achieved based on program outputs indicate that this community service activity has had a positive impact on improving the quality of school data management and supporting the more effective implementation of the Independent Curriculum at SDIT Inspiratif.





### Results Achieved Based on Objective Framework Analysis

The analysis of results achieved based on the objective framework was conducted to assess the alignment between the objectives of the community service program and actual achievements in the field. The objective framework analyzed included the general and specific objectives as formulated in Chapter II.

#### 1. Achievements of the General Objective

The general objective of the program, which is to optimize the use of the belajar.id account in school data inventory at SDIT Inspiratif, has been achieved. This is demonstrated by the implementation of an integrated digital-based school data inventory system through the belajar.id account.

#### 2. Improving the Understanding and Competence of School Community

The specific objective of improving the understanding and competence of principals, teachers, and school operators has been achieved. Evaluation results indicate that school community members are able to understand the role of the belajar.id account as a digital identity and a means of managing school data. This increased competence is reflected in the participants' ability to manage accounts, organize digital archives, and utilize school data independently.

#### 3. Strengthening the School Data Inventory System

The specific objective related to the development of a standardized and integrated school data inventory system has been realized. Schools now have a data inventory mechanism that covers data on students, educators and education personnel, learning, and school administration. This data is stored systematically and is easily updated.

#### 4. Strengthening the Role of Principals and School Operators

This program has successfully strengthened the role of school principals as data-driven decision-makers and school operators as guarantors of data validity and sustainability. The principal began utilizing inventory data as a basis for program planning and evaluation, while school operators actively participated in managing and updating school data.

## 5. Readiness for Program Sustainability

The objective framework analysis demonstrated that the school was ready to continue the program independently. The availability of SOPs, a digital archive structure, and increased competency among school personnel are indicators of the sustainability of the belajar.id account optimization at SDIT Inspiratif.

Overall, the objective framework analysis indicates that this community service program has achieved its planned objectives and has had a positive impact on school data governance and the continuous improvement of learning quality.

## Potential for Program Sustainability

The community service program "Optimizing belajar.id Accounts in School Data Inventory at SDIT Inspiratif" has strong potential for sustainability due to the readiness of human resources, including the young teachers of SDIT Inspiratif, 95% of whom are IT-savvy, an established system, and alignment with national education policies. The sustainability of this program can be seen from the following aspects:

### 1. Availability of Supporting Systems and Tools

The establishment of a school data inventory system based on belajar.id accounts, accompanied by a clear digital archive structure and SOPs, is a key factor in program sustainability. This system allows schools to continue managing data independently without relying on external support.

### 2. Human Resource Capacity Building

School principals, teachers, and school operators have developed adequate understanding and skills in managing belajar.id accounts and school data. This capacity building is a crucial factor in maintaining the consistency and sustainability of program implementation.

### 3. School Managerial Commitment

Support and commitment from school principals in implementing data-driven governance are key factors in program sustainability. School data inventory has been positioned as part of the school management system, not simply an administrative activity.

### 4. National Policy Support

This program aligns with the policy direction of digital transformation in education and strengthening data-driven school governance. This policy support serves as an external factor that strengthens the program's sustainability in the future.

With this potential for sustainability, this community service program is expected not to stop at the implementation stage but to develop into an ongoing practice that supports the consistent and continuous improvement of school governance at SDIT Inspiratif.

## **CONCLUSION**

The community service program, "Optimizing belajar.id Accounts for School Data Inventory at SDIT Inspiratif," has been systematically implemented through administration, planning, implementation, and evaluation. The program's implementation demonstrates that belajar.id accounts play a strategic role not only as a means of accessing learning resources but also as a crucial instrument for digital-based school data management and inventory.

The program's results demonstrate an increase in the understanding and competence of principals, teachers, and school operators in utilizing belajar.id accounts for school data inventory. Schools have been able to build a more organized, integrated, and easily accessible data inventory system, covering data on students, educators and education personnel, learning, and school administrative archives.

Optimizing belajar.id accounts has also strengthened data-driven school governance. The inventory data is beginning to be used as a basis for managerial decision-making, school program planning, academic supervision, and learning evaluation. This supports the more effective implementation of the Independent Curriculum and deep learning.

Overall, this community service activity achieved its intended objectives and had a positive impact on improving the quality of school data management and educational services at SDIT Inspiratif. This program has the potential for sustainability and can serve as a model for good practices in optimizing belajar.id accounts in elementary education units. However, there were also obstacles in its implementation. Because SDIT Inspiratif is a private school, some teachers did not have belajar.id accounts and thus could not connect to the same platform.

The community service program, "Optimizing belajar.id Accounts for School Data Inventory at SDIT Inspiratif," has been systematically implemented through administration, planning, implementation, and evaluation. The program's implementation demonstrates that belajar.id accounts play a strategic role not only as a means of accessing learning resources but also as a crucial instrument for digital-based school data management and inventory.

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