



Sahita: Journal of Community Innovation and Empowerment

<https://journal.gritinsight.id/index.php/sahita/about>



Research Paper

Strengthening Official Documentation and Archiving Based on Permendikbud No. 3/2021 and EDMS at SMK Negeri 9 Muaro Jambi: Training, ICT Implementation, and Strengthening the Capacity of Teachers and Education Personnel

Aprillitzavivayarti^{1*}, Yundi Fitrah², Musyaiyadah³, Agus Lestari⁴, Robin Pratama⁵

^{1 2345} Faculty of Education and Teacher Training, Universitas Jambi, Jambi, Indonesia

*Corresponding author: lizayundi@unja.ac.id

Article Info

Submitted: 10-10-2025
Accepted: 11-11-2025
Published: 15-12-2025

ABSTRACT

The community service program at SMK Negeri 9 Muaro Jambi focused on training and implementing official document management (correspondence and archiving) in accordance with Minister of Education and Culture Regulation No. 3/2021, supported by an electronic document management system (EDMS) and strengthening Information and Communication Technology (ICT) capacity. Through outreach, practical workshops, technical assistance, and strengthening of SOPs, competency in correspondence and archiving, efficiency of correspondence processes, and compliance with regulations were improved. The integration of digital technology—including the exploration of automation/AI features for classification and retrieval—promotes transparency, accountability, and the quality of administrative services. The results also demonstrate strengthening leadership and a culture of quality administration, accompanied by plans for sustainability and scientific dissemination. This finding is crucial to replicate in other educational institutions to expedite the transformation of educational administration.

Keywords: Document Management, Correspondence, Archives, Training, SMK Negeri 8 Merangin.



This **Sahita: Journal of Community Innovation and Empowerment** is licensed under a [CC BY-NC-SA \(Creative Commons Attribution-ShareAlike 4.0 International License\)](https://creativecommons.org/licenses/by-nc-sa/4.0/)

INTRODUCTION

The transformation of educational administration governance is a crucial determinant of service quality and accountability within schools. In vocational secondary education, administrative complexity increases with the diversity of expertise programs, industrial work experience (Prakerin), collaboration with businesses and industry (DUDI), and demands for standardized reporting. Amidst these dynamics, effective document and archiving management is the foundation for decision-making, accreditation, internal and external audits, and transparency to stakeholders. Minister of Education and Culture Regulation No. 3 of 2021 emphasizes the importance of standards for managing academic and non-academic documents as an instrument for quality assurance and accountability. However, gaps in management competency, disparities in administrative practices, and low adoption of electronic archiving technology are still frequently found in schools.

As a vocational education institution, SMK Negeri 9 Muaro Jambi faces common challenges in document management: high document volume, heterogeneity of document types (curriculum, lesson plans, assessments, correspondence, cooperation contracts, financial documents, and student documents), and limited infrastructure and standard archiving practices. As a result, issues such as retrieval difficulties, file duplication, format inconsistencies, and compliance risks frequently arise, impacting the evaluation and audit process. At the same time, demands for digitalization are increasing, driven by policy pressures, technological advances, and public expectations for more responsive and transparent educational services.

Facing these realities, a community service program implemented by the University of Jambi team was designed to address the upstream and downstream issues of document management. The strategies employed include: (1) strengthening regulatory literacy and archiving principles in accordance with Ministerial Regulation No. 3/2021; (2) introducing and training in the use of an Electronic Document Management System (EDMS) based on best practices; (3) standardization of archival standard operating procedures (SOPs), including classification, file naming, metadata, version control, retention, and disposition procedures; and (4) mentoring initial implementation through a sandbox for priority administrative units. This approach is based on the assumption that successful digitalization is not only technical but also socio-organizational: work culture, leadership, regulatory knowledge, and change governance play equally important roles.

The urgency of this program is reinforced by several factors. First, accreditation and audit requirements emphasize documentation integrity. The availability of organized, authentic, and easily traceable physical and electronic evidence is a key determinant of accreditation quality and internal/external quality audits. Second, the increasing need for data interoperability across units and stakeholders (curriculum, student affairs, infrastructure, public relations, finance, and industrial partnership units) demands a consistent system and uniform metadata standards. Third, the risk of data loss due to fragile physical media (paper), non-standardized storage, and a lack of retention and backup policies need to be mitigated with a reliable electronic archiving approach. Fourth, efficiency pressures—reducing retrieval times, cutting document reproduction costs, and accelerating approval flows—drive the adoption of EDMS solutions.

In the context of institutional change, school leadership and internal policy support are prerequisites for success. Principals and unit leaders need to act as change sponsors, providing direction, resources, and legitimacy for new practices. Furthermore, the role of internal champions—staff who serve as role models in implementing new procedures—accelerates the diffusion of innovation. This community service program therefore chose a tiered training strategy that combines plenary sessions (concepts and regulations), practical workshops (hands-on EDMS), and on-the-job coaching. This design aligns with the principles of andragogy—adult learning—which prioritizes relevance, real-world experience, and problem-solving in everyday work contexts.

In addition to the human and process dimensions, technical architecture was also considered. The selection of an EDMS is not solely determined by features, but also by suitability to the school's needs, ease of use, total cost of ownership, security, and integration capabilities with existing systems. In the pilot phase, the following aspects were prioritized: a functional/unit-based classification structure; a standard naming convention that includes the unit code, ISO date, short description, and version; minimal metadata (document owner, status, confidentiality level, retention period); a simple approval flow; and a regular backup policy. Implications. The concluding section includes contributions, critiques, and suggestions for improvement and continuation.

This article aims to contribute to the literature on digital school administrative capacity development and compliance orientation, while also providing realistic, flexible, and adaptive intervention strategies. Minister of Education and Culture Regulation No. 3/2021 is not simply an administrative obligation, but rather a learning mechanism that improves efficiency, accountability, and quality for students and the community.

LITERATURE REVIEW

Educational Institution Document Management and Archiving

Document management involves the systematic creation, receipt, organization, storage, protection, usage, and disposal of documents. School documents include curriculum, assessment, HR records, financing, formal correspondence, partnerships, facilities, and quality assurance. Archives of administrative, legal, historical, or educational records require retention schedules, transfer regulations, and procedures for weeding and disposal. Heterogeneous formats, inconsistent naming and storage, weak version control, and lack of metadata hinder retrieval and audit readiness in Indonesian educational and public administration contexts (Agustina, 2019; Kadir, 2015; Putri et al., 2021). To address these gaps, studies recommend internal policies, SOPs, and capacity-building (Sarbani & Lestari, 2022).

EDMS and Benefits

Digitization, indexing, structured storage, fine-grained access control, versioning, approval procedures, search, and retention are common features of EDMS. In schools and government agencies, adopting EDMS improves retrieval speed, reduces duplication, enhances security, and boosts compliance through audit trails and metadata (Dewi et al., 2021; Rahmawati, 2018). Success depends on a functional classification system, clear and human-readable naming conventions with unit code, ISO date, document type, descriptor, and version, along with essential metadata (owner, status, confidentiality, retention), and straightforward approval or disposition processes. Research indicates that simple setups aligned with daily operations are more likely to be adopted than complex features that users rarely utilize (Agustina, 2019; Satriadi et al., 2021). Staff on the move can also utilize mobile-friendly interfaces like Android WebView implementations for tracking and disposition (Satriadi et al., 2021; Rahmawati, 2018).

Regulation and Compliance: Permendikbud 3/2021

Permendikbud No. 3/2021 emphasizes documentation for quality assurance and institutional accountability. SOPs, standardized forms, and proof of planning, implementation, monitoring, and evaluation are required for school documentation. In Indonesia, administrative correspondence and office governance research emphasizes alignment with “tata naskah dinas”—formal rules and standards for official correspondences—which guide record production, receipt, processing, and archiving (Kadir, 2015; Putri et al., 2021). Training, coaching, and managerial reinforcement are more successful than passive socialization for policy compliance, reflecting public sector governance findings (Agustina, 2019).

Standards and Archival Best Practices

Archival philosophy encourages function-based classification, value-driven retention, and sufficient metadata for retrieval and preservation. These principles can be applied to educational institutions: a taxonomy of core functions (such as curriculum, student affairs, partnerships/industry, finance, HR, facilities), standardized naming with meaningful identifiers, minimal required metadata, scheduled backups, and clear retention policies. Indonesian universities and agencies demonstrate that simple, consistently enforced norms outperform complex systems, which can be hard to sustain (Agustina, 2019). Android-based disposition tracking and communication systems show that lightweight digital tools can meet formal communication standards (Rahmawati et al., 2018; Satriadi 2021).

Workplace Culture, Leadership, and Change

Human and organizational variables influence EDMS success. Leadership support impacts resource distribution, policy implementation, and cultural norms (Satriadi, 2016; Prastiwi & Widodo, 2023). Unit change advocates encourage adoption as peer coaches and role models. Problem-centered, practical learning tied to participants' activities improves adoption and long-term use, based on andragogy and workplace training literature (Sarhani & Lestari, 2022; Dewi et al., 2021). Training, SOP development, coaching, and monitoring lead to more sustained change than workshops. Framing digitalization as a tool for professional standards and service quality instead of a surveillance tool reduces resistance and increases intrinsic motivation (Prastiwi & Widodo, 2023).

Digital readiness, pedagogical technology, and workload

This study examines administrative papers, with educational technology research providing context. Digital media in teaching has advantages and disadvantages: infrastructure, digital literacy, and motivation influence outcomes (Rahma et al., 2023; Nurrochman & Murtiyasa, 2023). Online modalities can impact performance due to mental burden and stress (Dewi et al., 2021), highlighting the need for supportive training environments with realistic pacing and cognitive load management. Recent AI-enhanced learning and administrative tools offer automation and intelligent retrieval, but they require careful integration, clear governance, and staff readiness (Pertiwi et al., 2023; Putri Supriadi 2022).

Administrative Letters and Formal Governance

The Indonesian correspondence governance study highlights standardized processes for creating, receiving, registering, tracking, approving, and archiving official letters (Kadir, 2015; Putri et al., 2021). Android-based disposition and tracking systems demonstrate how lightweight mobile solutions can enhance the visibility and timeliness of correspondence processes (Rahmawati et al., 2018; Satriadi, 2021). Capacity-building initiatives on proper language, orthography, and official letter structure promote professionalism and uphold national values in public sector communication (Talan et al., 2022). For MOUs, internship documentation, and industry communications, vocational schools with extensive external contacts require robust correspondence systems (Apdelmi & Idrus, 2017).

Building and Assessing Capacity

Administrative training programs benefit from clear learning objectives, hands-on assignments, and organized evaluation using pre- and post-assessments and performance-based tasks (Sarhani & Lestari, 2022; Dewi et al., 2021). Performance in document governance projects is assessed by participation rates, SOP compliance, document reclassification, metadata completeness, retrieval times, and audit results. Due to personnel turnover and evolving needs, ongoing review is recommended for sustainability (Agustina 2019).

Synthesis

Effective school digital archiving requires policies, processes, and personnel with the right skills, aligned with appropriate technology, according to the literature. Training, standardization, and coaching with

leadership support can accelerate EDMS adoption and regulatory compliance (Agustina, 2019; Satriadi, 2016; Prastiwi & Widodo, 2023). These findings guide program design and evaluation at SMK Negeri 9 Muaro Jambi.

METHOD

Design

This community engagement initiative adopted a capacity-building with embedded implementation design. The program integrated: (a) regulatory and archival literacy aligned with Permendikbud No. 3/2021 and tata naskah dinas; (b) hands-on EDMS workshops; (c) co-development of SOPs for classification, naming, metadata, version control, retention, approvals, and backups; and (d) unit-level pilots with on-the-job coaching. The design was guided by adult learning principles, emphasizing relevance, authentic tasks, and immediate applicability (Sarhani & Lestari, 2022).

Participants and Context

Participants were teachers and administrative staff at SMK Negeri 9 Muaro Jambi across core units: curriculum, student affairs, facilities, finance, public relations/industry partnerships, and general administration. Selection ensured cross-unit representation and identification of unit champions who could sustain practices post-training. School leadership was engaged from planning to endorse SOPs and allocate resources, consistent with evidence on leadership's role in performance improvement (Satriadi, 2016; Prastiwi & Widodo, 2023).

Procedure Need Assessment

Semi-structured interviews with the principal and administrative coordinators to map priorities and constraints. Observation of document life cycles (creation, approval/disposition, storage, retrieval) for high-impact workflows (e.g., partnership agreements, curriculum updates). Rapid audit of sample documents to identify inconsistencies in formats, naming, metadata, and retention practices (Agustina, 2019). Identification of pain points: duplication, retrieval delays, unclear retention, and siloed storage habits.

Material and Artifact Design

Training modules: principles of records and archives management; overview of Permendikbud No. 3/2021; EDMS core features; and basic information security (Dewi et al., 2021). SOP templates: functional classification taxonomy; naming convention (UNIT-YYYYMMDD-TYPE-DESCRIPTOR-Vx); minimal metadata (owner, status, confidentiality, retention); version control; simple approval/disposition flows; and backup schedules. Quick-reference sheets to support daily consistency. Initial functional taxonomy for repository architecture aligned with school units and processes.

Training and Hands-On Workshops

Session 1 (Conceptual): importance of document governance, risks of non-compliance, alignment with Permendikbud No. 3/2021 and tata naskah dinas (Kadir, 2015; Putri et al., 2021). Session 2 (Practical EDMS): demonstrations and guided practice on uploading, naming, tagging metadata, searching, versioning, and secure sharing (Rahmawati et al., 2018; Satriadi et al., 2021). Session 3 (Policy and Roles): discussion and adaptation of SOP drafts; role clarification via a RACI matrix; endorsement timeline. Embedded Coaching and

Pilot Implementation

Pilots in 1–2 priority units (e.g., industry partnerships and curriculum) to generate quick wins (Putri Supriadi et al., 2022). Gradual migration of active documents into the EDMS with enforcement of naming and metadata standards. Configuration of role-based access control, confidentiality labels, and scheduled backups (Dewi et al., 2021). Weekly clinics to troubleshoot issues and reinforce practices.

Evaluation and Iteration

Pre- and post-tests to measure gains in knowledge on archiving principles, regulations, and EDMS usage. Performance-based practical tests: case-based retrieval tasks and file organization exercises. Time-to-retrieve measurements before and after implementation for selected scenarios. Mini-audits on naming and metadata completeness using random samples. Participant feedback surveys to inform iterative refinement. Instruments and Analysis Knowledge tests (multiple choice/true-false) covering regulation, SOPs, EDMS features. Rubrics for practical exercises assessing naming accuracy, metadata completeness, and proper use of EDMS.

Observation checklists for workflow compliance.

Stopwatch/log-based measures for retrieval tasks. Descriptive and comparative analyses for quantitative data; thematic analysis for qualitative feedback and coaching notes. Triangulation combined practical test results, document audits, and facilitator observations to enhance validity (Agustina, 2019).

Ethics and Compliance

Informed agreement from the school; sensitive information anonymized for reporting. Minimum security practices operationalized: role-based access, confidentiality labeling, and periodic backups (Dewi et al., 2021). Emphasis on learning-oriented evaluation to support improvement, not punitive assessment.

Sustainability Plan

Appointment of unit champions, with semesterly refresher trainings. Integration of SOPs into internal policy and performance appraisals. Roadmap for scaling to additional units and potential integration with broader school information systems as capacity grows.

RESULT AND DISCUSSION

Pre- to post-test gains indicated strengthened literacy in archiving principles, regulatory requirements, and EDMS functionality. Participants who initially had inconsistent naming and limited metadata awareness adopted the standardized convention and minimal metadata set with high accuracy during practical sessions. Practical tests showed a substantial rise in correct file naming (UNIT-YYYYMMDD-TYPE-DESCRIPTOR-Vx), greater consistency in applying metadata (owner, status, confidentiality, retention), and correct usage of versioning features. These improvements align with findings that adult learning approaches and hands-on practice increase workplace transfer (Sarbani & Lestari, 2022; Dewi et al., 2021).

SOP Standardization and Governance Artifacts

The school endorsed SOPs covering functional classification, naming conventions, metadata requirements, version control, simple approval/disposition flows, and retention policies. A RACI matrix clarified responsibilities for document creation, review, approval, storage, and disposal. Priority units (e.g., industry partnerships) implemented structured repositories that served as exemplars for others. This standardization addresses prior gaps in heterogeneous practices and establishes a coherent, auditable framework (Agustina, 2019; Kadir, 2015). Formal endorsement by school leadership enhanced legitimacy and compliance, echoing literature on the role of leadership and formal policy in sustaining process innovations (Satriadi, 2016; Prastiwi & Widodo, 2023).

Retrieval Time Reduction and Efficiency Gains

Time-to-retrieve measurements demonstrated notable reductions in locating target documents such as partnership agreements or curriculum updates. Participants leveraged combined strategies—keyword search, metadata filters, and taxonomy navigation—to find documents more quickly and reliably. Beyond productivity, this reduced frustration and lowered the risk of missing critical evidence during audits. Consistent with EDMS evaluations in public administration contexts, structured metadata and indexing

directly improved operational efficiency (Dewi et al., 2021; Rahmawati et al., 2018). As more documents were migrated and tagged, retrieval performance continued to improve, suggesting positive network effects.

Regulatory Compliance and Audit Readiness

With SOPs and EDMS practices embedded, the school became better positioned to produce auditable evidence in line with Permendikbud No. 3/2021. Documents of record were more easily traceable, authentic, and consistent, improving the school's readiness for accreditation processes and external audits. Incorporating retention labels and confidentiality levels into metadata supported not only compliance with documentation standards but also privacy and security expectations (Agustina, 2019; Dewi et al., 2021). These results reinforce the proposition that compliance is achieved when policies are operationalized through daily practices, supported by appropriate tools and governance.

Enablers and Barriers

Key enablers included leadership support, designation of unit champions, contextualized training design, and quick wins in high-need units. Barriers were heterogeneous digital literacy, occasional device/connectivity limitations, and entrenched legacy habits such as personal local storage. Targeted coaching clinics, concise cheat sheets, and clear internal policies mitigating the use of informal storage helped address these barriers. The observed dynamics are consistent with technology adoption research: managerial support and peer influence drive new behaviors; incremental rollouts help manage resistance; and visible benefits reinforce continued use (Satriadi, 2016; Sarbani & Lestari, 2022).

Security, Privacy, and Risk Management

Role-based access control minimized exposure of sensitive information. Confidentiality metadata (e.g., internal, public, restricted, confidential) clarified sharing boundaries. Scheduled backups established a baseline resilience against data loss, and basic digital hygiene (password and phishing awareness) was included in the training (Dewi et al., 2021). These practices achieve a practical balance between accessibility and security, acknowledging resource constraints while implementing essential safeguards.

Organizational Learning and Cross-Unit Alignment

Beyond technical outputs, the program stimulated cross-unit dialogue on administrative standards, reducing siloed practices. Coaching sessions functioned as communities of practice where staff shared challenges and solutions, aligning terminology and expectations. This contributed to organizational learning—the capacity to improve processes using feedback and data—supporting sustainability. When participants experienced immediate benefits (faster retrieval, reduced confusion), commitment to the new practices increased, mirroring findings on motivation and adult learning transfer (Sarbani & Lestari, 2022).

Practical and Policy Implications

Practice: Start pilots in units with high retrieval needs; implement simple, human-readable naming conventions; enforce minimal, high-value metadata; and maintain clear repository taxonomies. Policy: Formalize SOPs via leadership endorsement; establish repository ownership; incorporate SOP adherence into performance appraisals; and define escalation paths for non-compliance. Technology: Prefer EDMS configurations with strong search and audit trails but low complexity; plan gradual integrations with existing school systems as capacity permits (Rahmawati et al., 2018; Satriadi et al., 2021). Capacity: Schedule periodic refreshers and coaching to handle staff turnover and maintain standards (Sarbani & Lestari, 2022).

Limitations and Future Directions

The program's scope limited full migration of historical documents; quantitative data were primarily short-term. Sustainability depends on continued leadership commitment and the effectiveness of unit champions. Future work should include longitudinal assessments of compliance, retrieval metrics, and audit outcomes; broader integration of EDMS with academic information systems; strengthened information

security governance; and exploration of AI-assisted retrieval and classification to further enhance efficiency (Pertiwi et al., 2023; Putri Supriadi et al., 2022). Overall, the integrated intervention—training, SOP standardization, and embedded coaching—demonstrably improved the school's document governance in a relatively short time. Impact is expected to deepen as coverage expands and practices mature, providing a replicable model for other vocational schools seeking compliant and sustainable digital document management.

CONCLUSION

The program at SMK Negeri 9 Muaro Jambi demonstrated that strengthening document governance and archiving requires a coherent strategy encompassing people, processes, and technology. By combining adult learning-based training, collaboratively developed standard operating procedures (SOPs), and integrated coaching, the school achieved significant improvements. Support from leadership and champions in each unit enabled adoption, while rapid success in priority units built momentum and confidence. Barriers such as varying digital literacy and legacy practices were addressed through pragmatic policies, targeted support, and a minimally viable EDMS configuration. This study's contribution lies in presenting a practical and replicable model for vocational schools to accelerate digital transformation in document governance while maintaining auditability and security. Limitations include the partial migration of historical records and the short-term nature of the quantitative evaluation. Future efforts should expand implementation to all units, integrate the EDMS with the broader school system, strengthen information security governance, and conduct longitudinal assessments to capture sustainability and organizational learning over time.

ACKNOWLEDGEMENT

We would like to thank all parties who contributed to the success of this community service activity, especially the proposing team, which includes Dr. Dra. Hj. April Litzavaya Arti, M.M., and the team members who worked hard to design and carry out this training. We also thank SMK Negeri 8 Merangin, a partner in this program, and all participants who actively participated in the training. The support and collaboration of everyone involved were vital in reaching the goals of this activity. We hope that the results of this community service will bring lasting benefits for the development of educational administration at SMK Negeri 9 Muaro Jambi and other educational institutions.

REFERENCES

- Agustina, F. (2019). Analisis implementasi tata naskah dinas dalam pembuatan surat dinas di lingkungan Universitas Gadjah Mada (UGM). *Khazanah: Jurnal Pengembangan Kearsipan*, 12. <https://doi.org/10.22146/khazanah.48091>
- Apdelmi, A., & Idrus, A. (2017). Pelatihan pemanfaatan teknologi informasi dan komunikasi (TIK) dalam layanan administrasi akademik bagi guru dan staf administrasi SMPN 21 Batanghari. *Jurnal Karya Abdi Masyarakat*, 1. <https://doi.org/10.22437/jkam.v1i1.3725>
- Defi, W. F. (2021). Peningkatan kemampuan korespondensi dan teknologi informasi bagi TAS (Tata Usaha) di

SMKS dan PKBM. Prosiding Konferensi Nasional I. [Add pages/publisher if available]

- Dewi, D. S., Khairunnafi, F., Dewi, R. S., & Sudiarno, A. (2021). The effect of mental workload, stress, and learning motivation on student learning achievement during online courses. In Proceedings of the International Conference on Industrial Engineering and Operations Management. <https://doi.org/10.46254/an11.20210447>
- Dewi, W. S., Winaryo, S., & Sumarnie. (2021). Manajemen Sistem Naskah Dinas Elektronik (SINDE) pada Lembaga Penjaminan Mutu Pendidikan Provinsi Kalimantan Tengah. *Equity in Education Journal*, 3. <https://doi.org/10.37304/eej.v3i2.3078>
- Kadir, A. (2015). Analisis kinerja pegawai dalam pengelolaan surat menyurat sesuai tata naskah dinas: Studi pada Sekretariat Kantor Camat Sunggal Kabupaten Deli Serdang. *Jurnal Administrasi Publik (Public Administration Journal)*, 3. [Add volume/issue/pages/URL if available]
- Khairi, M. Y. (2021). Evaluasi learning penyelenggaraan pelatihan jarak jauh tata naskah dinas Kantor Kementerian Agama Kabupaten Kapuas oleh Balai Diklat Keagamaan *Diklat Review: Jurnal Manajemen Pendidikan dan Pelatihan*, 5. [Add volume/issue/pages/URL if available]
- Nurrochman, T., & Murtiyasa, B. (2023). Pemanfaatan teknologi informasi dan komunikasi dalam pendidikan karakter di sekolah dasar. *MASALIQ*, 3. <https://doi.org/10.58578/masaliq.v3i2.902>
- Pertiwi, A., Bara, Y. P., & Pakiding, Y. (2023). Mengoptimalkan pengalaman belajar menggunakan AI dalam dunia pendidikan pada mahasiswa teknologi pendidikan. Universitas Kristen Indonesia Toraja. [Specify journal/proceedings details or URL]
- Prastiwi, M. A., & Widodo, A. (2023). Peran kepemimpinan kepala madrasah di era 5.0, pendidikan dan teknologi, pada kompetensi 21st century. *Primer: Jurnal Ilmiah Multidisiplin*, 1. <https://doi.org/10.55681/primer.v1i5.211>
- Putri, W. J., Alsunah, M. D., & Sandi, F. L. (2021). Analisis kinerja pegawai dalam pengelolaan surat menyurat sesuai tata naskah dinas (Studi: Sekretariat Kantor Camat Kumun Debai). *Jurnal Administrasi Nusantara (JAN Maha)*, 3. [Add volume/issue/pages/URL if available]
- Putri Supriadi, S. R. R., Haedi, S. U., & Chusni, M. M. (2022). Inovasi pembelajaran berbasis teknologi artificial intelligence dalam pendidikan di era industri 4.0 dan society 5.0. *Jurnal Penelitian Sains dan Pendidikan (JPSP)*, 2. <https://doi.org/10.23971/jpsp.v2i2.4036>
- Rahma, F. A., Harjono, H. S., & Sulisty, U. (2023). Problematika pemanfaatan media pembelajaran berbasis digital. *Jurnal Basicedu*, 7. <https://doi.org/10.31004/basicedu.v7i1.4653>
- Rahmawati, D., Kumaladewi, N., & Sugiarti, Y. (2018). Sistem informasi disposisi surat berbasis Android. *Applied Information System and Management (AISM)*, 1. <https://doi.org/10.15408/aism.v1i1.8671>
- Sarbani, Y. A., & Lestari, I. (2022). Analisis kebutuhan tenaga kependidikan universitas dalam melaksanakan tugas korespondensi. *Jurnal Administrasi dan Kesekretarisan*, 7. <https://doi.org/10.36914/jak.v7i2.857>
- Satriadi, D. (2016). Pengaruh kepemimpinan kepala sekolah terhadap kinerja guru. *Jurnal Benefita*, 1, 123. <https://doi.org/10.22216/jbe.v1i3.874>
- Satriadi, I., Oktapriandi, S., Meileni, H., & Aprianty, D. (2021). Aplikasi tracking disposisi surat di Politeknik Negeri Sriwijaya berbasis Android WebView. *Nuansa Informatika*, 15. <https://doi.org/10.25134/nuansa.v15i1.3666>
- Talan, M. R., Wabang, R. J., Feka, Y. S., & Anin, H. F. (2022). Pendampingan penulisan naskah dinas dengan memperhatikan ejaan bahasa Indonesia sebagai salah satu implementasi nilai nasionalisme. *Jurnal Pengabdian Sains dan Humaniora*, 1. <https://doi.org/10.32938/jpkm.1.1.2022.17-23>