

# The Validation of Office Administration for Teachers at MTs Al Watoniyah Bojong Village through the Use of Digital Signatures and Online Forums

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## Abstract

*Using digital signature apps and communication platforms such as Discord has become essential in supporting teachers' administrative work in the digital era. Digital signature apps allow teachers to sign documents quickly, securely, and legally without meeting face-to-face. This speeds up the approval process of documents such as report cards, decision letters, and other administrative forms, thereby increasing efficiency and reducing reliance on physical documents. Initially developed for the gaming community, Discord has become an effective communication platform in educational settings. Features like voice chat, video calls, and discussion channel settings allow teachers to collaborate with colleagues, hold online meetings, and manage classes virtually. Their integration supports teacher productivity in daily administrative tasks, especially in remote work. Applying these technologies strengthens teachers' digital literacy skills, reduces their administrative burden, and allows them to focus more on developing the teaching-learning process. Thus, using digital signature apps and Discord is an essential part of digital transformation in the increasingly dynamic world of education.*

**Keywords:** digital sign, ever sign, discord

## 1. INTRODUCTION

Digital literacy is the capacity to utilize information and communication technologies to locate, assess, generate, and transmit information, necessitating both cognitive and technical abilities [1]. Teachers today are expected to be capable of responsibly creating, collaborating, and sharing digital content. The significance of digital literacy in the learning process must be comprehended by educators, educational resources, and principals [2].

In the current era of the Industrial Revolution, teachers play a critical role in the success of their students in accomplishing their learning objectives as agents of change. 4.0; the utilization of learning media must be capable of fostering a positive learning environment and inspiring students to enhance their skills in order to acquire competencies that are consistent with the current era [3]. The role of teachers is crucial in bridging the gap between students' requirements for technology use and the potential for improved learning outcomes. The function of a teacher in the teaching and learning process cannot be replaced by learning in the era of the 4.0 revolution. Nevertheless, it can assist teachers and students in achieving the educational objectives outlined in Law Number 20 of 2003 regarding the National Education System. Article 3 of this law states that the objective of national education is to cultivate the potential of students to become human beings who are healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens, who believe and fear God Almighty with noble character. Interactive multimedia is one of several technology-based learning media that are appropriate for meeting the requirements of teachers and students in achieving the ideals of national education [4]. Teachers are also burdened by a significant administrative burden. Additionally, they are required to submit reports regarding their instruction. It is anticipated that teachers will be able to complete their work more efficiently and effectively by receiving training on the use of online-based applications that facilitate administrative tasks.

## 2. METHODOLOGY

The activities in this training are conducted in the form of a webinar, which commences with the completion of a pretest and concludes with a posttest to assess the participants' comprehension. The pretest and posttest methods have been extensively employed by previous researchers in a variety of fields, including medicine [5] up to the field of bioscience [6]. Participants are profiled through the pretest, and a brief presentation on the use of digital sign and Discord applications is followed by practice to ensure that they comprehend the application's functionality.

## 3. RESULT AND DISCUSSION

Approximately 60 educators participated in this activity with a high level of enthusiasm. The initial condition was exclusively designed for Al Watoniyah instructors who were MTs. Nevertheless, registration was eventually extended to teachers other than MTs Al Watoniyah due to the high level of interest among educators in enhancing digital literacy. The activity commenced with an introduction, followed by the completion of the pre-test, the completion of the material, and the completion of the post-test. Figure 1 lists the participants who participated in the community service activity training.

	A	B	C	D	E	F
		Timestamp	Nama Peserta + Gelar	Jenis Kelamin	Email aktif (untuk pengiriman link zoom)	Nomor Hp/WA y
1		04/08/2021 14:26:09	Anggraeni Wulandari, MA	Perempuan	anggra.wulan7@gmail.com	
2		04/08/2021 15:47:51	NURJONO BUDI SANTOSA, S. Pd	Laki-laki		
3		04/08/2021 16:09:29	Sitti Chairunnisa, S.Sos	Perempuan		
4		04/08/2021 16:10:12	Mukti Ali Mansyur, S.Pd	Laki-laki		
5		04/08/2021 16:26:00	Firma Novita, S.IP., M.Si	Perempuan		025142
6		04/08/2021 17:22:38	Muslihin	Laki-laki		3520078
7		04/08/2021 21:29:15	Fauzi, skom	Laki-laki		507971
8		04/08/2021 21:49:12	Purwanto, S.Kom	Laki-laki		632278
9		04/08/2021 21:51:57	Tanti Rosdaliana, S.Kom	Perempuan		184107
10		04/08/2021 21:53:43	Sunhadji, S.T.	Laki-laki		0265833
11		04/08/2021 23:17:51	Hesti Cepriana, S.Pd.	Perempuan		000856
12		05/08/2021 1:30:21	Dody Suprijanto SKom	Laki-laki		167673
13		05/08/2021 6:08:14	Eka Novita, S. Kom MM	Perempuan		63429
14		05/08/2021 6:56:28	ENCEP SUMANTRI, S. Kom	Laki-laki		80629
15		07/08/2021 12:41:45	Muhamad Harpan, S. Kom	Laki-laki		500721
16		08/08/2021 19:04:47	Ahmad Riyadi, M.Pd.I	Laki-laki		402317
17		08/08/2021 19:19:31	Hani Rizkiyati, S.Pd.I	Perempuan		454383

Figure 1. List of registered participants

The majority of participants were educators from a variety of educational disciplines, including management, social sciences, education, and computers, as illustrated in Figure 1. Figure 2 is a screenshot of the Zoom of the community service training participants.

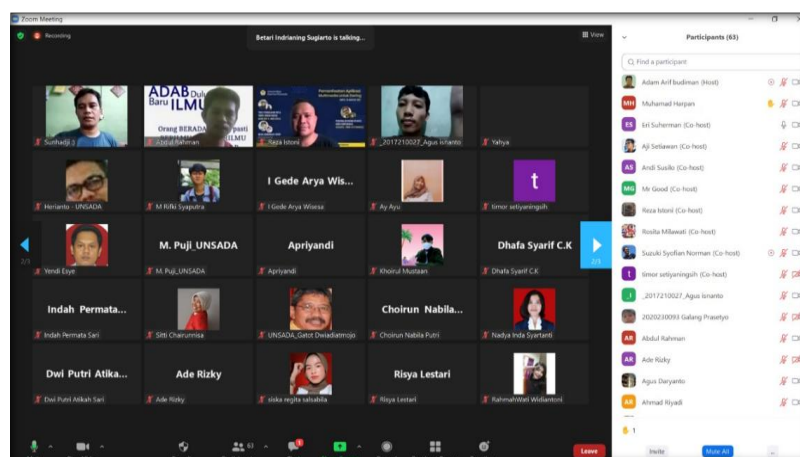


Figure 2. Implementation of Webinar

The training commenced with an explanation of the history of digital signatures and their advantages in enhancing the security, authenticity, and efficacy of document management. Additionally, participants were apprised of the numerous benefits of employing digital signatures, including increased efficiency in operations, decreased reliance on physical documents, and adherence to legal regulations. Eversign, a digital signature software that is renowned for its advanced features and user-friendly interface, is the primary instrument utilized in this training. Figure 3 illustrates the interface and functionality of Eversign, offering a distinct visual representation to aid participants in comprehending the tool's capabilities.

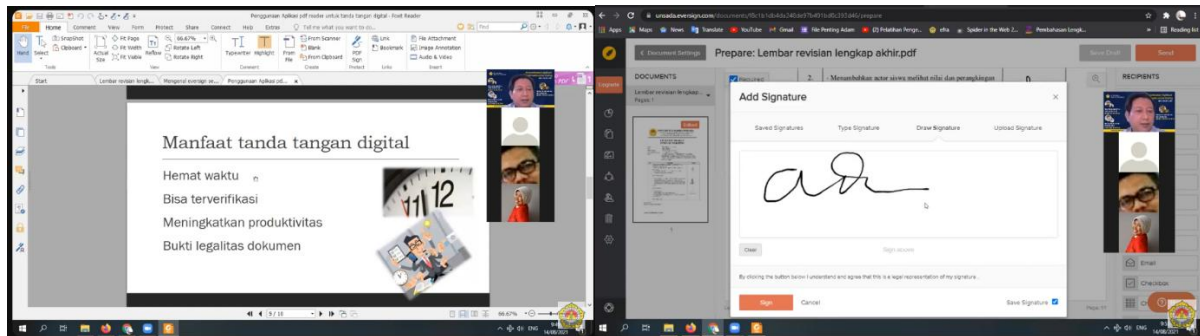


Figure 3. Presentation of Material on Digital Signatures

The training session continued with a discussion and practice of using Discord as a communication and collaboration platform for instructors following the presentation session on digital signatures. The presentation encompassed an overview of Discord's primary features, including the establishment of servers, the configuration of text and voice channels, and the management of members. The participants were given the opportunity to actively practice the use of Discord, including the creation of discussion rooms and the real-time sharing of learning materials. It is anticipated that this method will enable educators to employ Discord as a supportive medium in the distance learning process and to facilitate more effective coordination between educators, as illustrated in Figure 4.

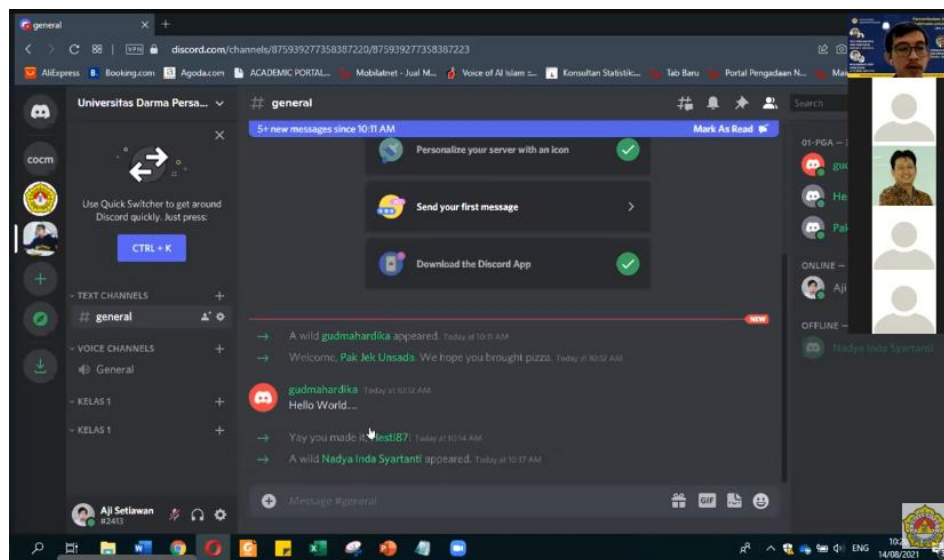


Figure 4. Discord usage practices

The evaluation that concludes the training process is designed to assess the comprehension of the digital signature applications that the participants have been employing. The digital signature application was not well-known to the majority of participants, as evidenced by the evaluation results, with a percentage of 18.40%. Microsoft Word was utilized by a modest number of participants, with a percentage of 6.13%. Furthermore, the utilization of PDF applications was recorded at 21.47%, with Foxit PDF accounting for 10.22% and Adobe Reader

accounting for 11.25%. These data suggest that the utilization of digital signature applications that are more comprehensive and efficient is necessary to enhance digital literacy, as illustrated in Figure 5.

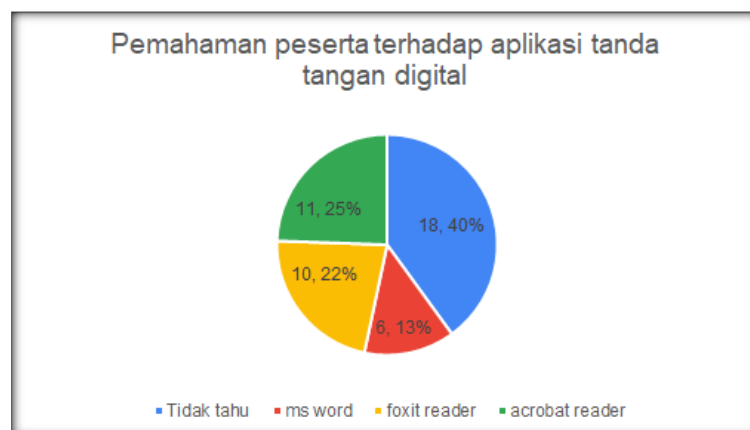


Figure 5. Post-test results of teachers' understanding of online applications

Participants in the Community Service activities have already acquired a comprehensive understanding of the theory and practice of utilizing online-based applications, specifically Eversign and Discord, as evidenced by the post-test.

#### 4. CONCLUSION

Initially, the majority of participants lacked a sufficient comprehension of the use of digital signature applications, with the majority unaware of which applications could be employed. The results of the Community Service that has been conducted indicate this. Despite the fact that the use of familiar applications, such as Microsoft Word and PDF applications (Foxit and Adobe Reader), is still restricted to a small number of participants, the training concluded with the participants being deemed more knowledgeable and capable of utilizing the EverSign digital signature application and the Discord forum.

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