Implementation of Digital Technology in Education Development in Elementary School (Case Study of Muhammadiyah Elementary School, Condongcatur)

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Abstract: Pendidikan abad ke-21 menuntut pemanfaatan teknologi digital, terlihat dari tingginya penggunaan internet oleh siswa dan munculnya berbagai platform pembelajaran. SD Muhammadiyah Condongcatur menjadi contoh sekolah yang mampu mengembangkan literasi digital melalui LMS, aplikasi layanan sekolah, dan sistem digital lainnya. Penelitian ini bertujuan menggambarkan perkembangan pendidikan berbasis teknologi digital di sekolah tersebut serta paradigma yang melandasinya. Penelitian ini merupakan penelitian kualitatif dengan karakter studi kasus. Metode pengumpulan data dilakukan melalui tiga teknik, yaitu dokumentasi, observasi, dan wawancara. Sumber data penelitian terdiri atas data primer dan data sekunder yang diperoleh dari dokumen-dokumen Sekolah Dasar Muhammadiyah Condongcatur. Data sekunder diperoleh dari berbagai penelitian serta buku-buku pendukung mengenai pendidikan dan era digital.Tujuan penelitian ini adalah: pertama, menjelaskan pengembangan pendidikan berbasis teknologi digital di Sekolah Dasar Muhammadiyah Condongcatur. Kedua, menjelaskan paradigma pengembangan teknologi digital di Sekolah Dasar Muhammadiyah Condongcatur. Hasil penelitian menunjukkan bahwa: pertama, pengembangan pendidikan berbasis teknologi dilakukan pada beberapa aspek, meliputi pembelajaran, administrasi sekolah, perpustakaan, penerimaan peserta didik baru, dan hubungan masyarakat. Kedua, paradigma hubungan antara pendidikan dan digital adalah subjek–objek–subjek.

Keywords: *Teknologi Digital; Pengembangan; and Sekolah Dasar*

Abstract: Twenty-first century education requires the integration of digital technology, as reflected in students' high internet usage and the rise of various learning platforms. SD Muhammadiyah Condongcatur exemplifies a school that successfully implements digital literacy through its LMS, school-service applications, and other digital systems. This study aims to describe the development of digital technology–based education at the school and the paradigm guiding that development This study is a qualitative research with a case study design. Data collection was carried out using three techniques: documentation, observation, and interviews. The research data sources consist of primary and secondary data obtained from documents of Muhammadiyah Condongcatur Elementary School. Secondary data were collected from various studies and supporting books related to education and the digital era. The objectives of this research are: first, to explain the development of digital technology–based education at Muhammadiyah Condongcatur Elementary School; and second, to describe the paradigm of digital technology development within the institution. The findings show that: first, the development of technology-based education is implemented in several aspects, including learning activities, school administration, library management, student admission, and public relations. Second, the paradigm of the relationship between education and digital technology follows the subject–object–subject pattern.

Keywords: Digital Technology; Development; Elementary School

INTRODUCTION

Education in the 21st century is education that accommodates the development of digital technology. The 21st century is known as the digital era, which is the development of technology that makes things easier for humans in all things. The digital era has a new world, namely cyberspace, also known as the internet world. This world can be used as a means to facilitate the education process. Students gain knowledge not from educators, parents, and the community. Students gain knowledge from the digital world symbolized by the internet with all connected applications.[1]

This is reinforced by data related to the use of digital technology by students. Based on the Report of the Central Statistics Agency (BPS, 2018), it states that 52.6% of students from all levels access the internet regularly, and 65.5% of them do it to do schoolwork. This data strengthens the results of a global survey conducted by Cambridge University in 2018, which was conducted in 10 countries, including Indonesia. The survey showed that as many as 42% of students use smartphones and 48% use desktop computers in learning. This digitalization trend not only helps expand access to education through distance learning, but also allows students to obtain quality learning materials from various sources. Approaching the second decade of the 21st century, the education "market" is starting to be flooded with various learning platforms.[2]

The data is an opportunity for educational institutions, especially educators, to use and create learning media that can be accessed via the internet. The data indicate that instant messaging is the most frequently performed online activity, with over 90% of respondents using platforms such as WhatsApp, Line, and Telegram very often or often, followed by high engagement in internet browsing and social media use. Watching YouTube also shows strong popularity, whereas accessing online news portals reflects more moderate usage. In contrast, activities related to educational services, email communication, and online health services show lower levels of engagement, with the majority of respondents reporting rare or no use. Commercial and entertainment activities such as online shopping, music streaming, and online gaming also record generally low frequencies. The least utilized digital activities are online banking or financial transactions, online meetings, and subscription-based streaming services, each of which is never used by more than half of the respondents,

[1] Siti Rabiatul Fajri et al., "Digital Literacy Dan Cyber Socialization In The Context Of 21st Century Education : A Systematic Review," *International Journal of Applied Science and Sustainable Development (IJASSD)* 6, no. 2 (2024): 76–91.

[2] Irsyad Zamjani et al., *Peran Platform Pembelajaran Digital Dalam Mendukung Pembelajaran Berkualitas Yang Inklusif*, *Pusat Penelitian Kebijakan Badan Penelitian Dan Pengembangan Dan Perbukuan Kementerian Pendidikan Dan Kebudayaan Kompleks Kemdikbud* (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

indicating that functional and paid digital services are far less integrated into their daily online behavior compared to communicative and social activities.[3]

Based on this reality, education can develop the use of digital technology. One of the schools that develops the use of digital technology is SD Muhammadiyah Condongcatur as an educational institution that always tries to prepare students according to the times. Digital literacy is implemented in various school activities and services. The use of LMS as a means of online learning for students has been around for a long time. So, during the pandemic, SD Muhammadiyah Condongcatur had no difficulty in implementing online learning. The monthly student fee payment system can be paid through the SDMUHCC Mobile application. The UKS service has also used the E-UKS "Ibnu Sina" system. Likewise for other services such as the infrastructure system, library, and others.

The research on digital technology in education includes: first, Sunarty Suly Eraku's research, which explains that religious educators have learning abilities in the digital era that are not yet optimal, so it is necessary to improve abilities and change mindsets towards the digital era.[4] Second, Harwati Hashim's research, which explains several emerging technologies and discusses the transformation to find new patterns of learning and the importance of redesigning and rethinking education in the digital era. [5] Third, Silvia Ekasari's research explains that the management of Islamic educational institutions appreciates and appreciates the use of digital technology or websites in graduate preparation programs that have the same knowledge and upskills, balanced between worldly interests and preparation for the afterlife. The three studies explain that educational institutions accommodate the development of the digital era in education, and changes in the mindset of educators towards the digital era need to be developed positively. In addition to this, there are studies related to school innovation to develop their own digital platforms or create digital applications that are not yet optimal.[6]

Research on social media and education includes, first, Akram Abood Jaffar's article explaining that YouTube can be considered an effective tool to enhance anatomy instruction in medicine if the videos are researched, diversified, and targeted for course purposes. The average computer science faculty should be enabled to produce videos

[3] Kominfo, "Status Literasi Digital Indonesia," Kata Data Insight Center, 2020, https://aptika.kominfo.go.id/wp-content/uploads/2020/11/Survei-Literasi-Digital-Indonesia-2020.pdf.

[4] Sunarti Suly Eraku et al., "Digital Literacy and Educators of Islamic Education," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (2021): 569, https://doi.org/10.30868/ei.v10i01.1533.

[5] Harwati Hashim, "Application of Technology in the Digital Era Education," *International Journal of Research in Counseling and Education* 1, no. 2 (2018): 1, https://doi.org/10.24036/002za0002.

[6] Silvia Ekasari et al., "Understanding Islamic Education Management in Digital Era: What Experts Say," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2021): 127–43, https://doi.org/10.31538/ndh.v6i1.1336.

on their own YouTube channels to support self-directed learning and integration into the PBL curriculum. The methods described for recording and editing videos can be used as a prototype.[7] Second, Denis S. Barry's article explaining that the majority of students have used web-based platforms to search for information, with 78% using YouTube as their primary source of anatomy-related video clips The majority of students have used web-based platforms to search for information, with 78% using YouTube as their primary source of anatomy-related video clips. This will ensure continued engagement with YouTube generation students while also allowing for academic and ethical oversight regarding the use of online video clips whose sources may be unknown.[8]

Third, Sloane C. Burke and Shonna L. Snyder's article explains that YouTube can be effectively implemented and integrated into college health education courses, and some limitations and challenges of this new technology are presented.[9] Fourth, Chareen Snelson and Ross A. Perkins' article describes the historical literature revealing recurring themes and issues, including: (1) the intrinsic advantages of film technology; (2) disagreements about the benefits of film and video; and (3) issues of access and equipment. Previous historical accounts have failed to address how these themes relate to online video.[10] Fifth, Asti Wahyuni and Alvi Raihan Utami's article describes classroom action research that applies YouTube videos as one of the media to assist English language course lectures. Some of the conclusions from the five studies include: the history of film and video, and YouTube is useful in learning anatomy in the fields of medicine and English. The study of YouTube in the context of application in elementary schools is a study that still needs to be studied in practice at research institutions.[11]

Based on several studies, there are several studies that can be studied, one of which is the application of digital technology in the development of elementary school education. This article aims to: first, explain the development of digital technology-based education at SD Muhammadiyah Condongcatur. Second, explain the paradigm of digital technology development at SD Muhammadiyah Condongcatur.

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[7] Akram Jaffar, "YouTube: An Emerging Tool in Anatomy Education," *Anatomical Sciences Education* 5 (May 1, 2012): 158–64, https://doi.org/10.1002/ase.1268.

[8] Denis Barry, Paul Tierney, and Gerard O'Keeffe, "Anatomy Education for the YouTube Generation," *The FASEB Journal* 29 (April 1, 2015), https://doi.org/10.1096/fasebj.29.1_supplement.lb13.

[9] S Burke and Shonna Snyder, "YouTube: An Innovative Learning Resource for College Health Education Courses," *International Electronic Journal of Health Education* 11 (January 1, 2008): 39.

[10] Chareen Snelson and Ross Perkins, "From Silent Film to YouTube™ : Tracing the Historical Roots of Motion Picture Technologies in Education," *Journal of Visual Literacy* 28 (January 1, 2009), https://doi.org/10.1080/23796529.2009.11674657.

[11] Asti Wahyuni and Alvi Raihan Utami, "THE USE OF YOUTUBE VIDEO IN ENCOURAGING SPEAKING SKILL," *Pustakailmu.Id* 7, no. 3 (2021), http://pustakailmu.id/index.php/pustakailmu/article/view/62/47.

METHOD

This article is qualitative research with a coral case study. Data collection methods with three sources, namely interviews, observations, and documentation. The research was carried out for four years, namely June to September. Data collection was carried out with two data, namely primary data and secondary data. Primary data includes school documents, interviews, and observations. Secondary data are articles and educational books in the digital era. The research steps include data condensation, data analysis, and data validity.

RESULTS AND DISCUSSION

Digital technology and education are two things that need each other. Education in the 21st century is education that accommodates the digital era. This has an impact on human identity. Humans known as homo sapiens have changed into homo digitalis.[12] The term homo digitalis is a description of the relationship between humans and digital technology, or ICT. 21st century education is developed with several devices and applications on the internet ranging from YouTube, Facebook, wa, TikTok, Instagram, and educational platforms such as LMS, Ruang Guru, Rumah Belajar, and others. All of these are supporting media for the education process. This media is slowly starting to have its own system. The independence of this system creates a new world in education, or what can be called the virtual world of education.

The supporting media for the digital virtual world have work patterns including: uploading, chatting, posting, downloading, and selfies. These five work patterns slowly make humans follow their rules. This is reinforced by Budi Hardiman, who explained that digital actions consist of uploading, chatting, posting, and taking selfies.[13] In addition to this, the virtual world of education has a global network that can be accessed worldwide. The global network has an impact on multidimensional educational communication and freedom of existence. Based on the philosophical analysis related to the relationship between subject and object, humans are subjects who want to control the world or are known as objects. This has changed in the context of the digital world. This can be reviewed in the following chart.

[12] Homo digitalis is a term known to a scientist Rafael Capurro. The term is to explain the relationship between humans and the ICT world. Humans are resistant by and from the digital world. For more details, see Rafael Capurro, *Homo Digitalis* (Wisbanden: springer, 2017).

[13] Budi Hardiman, *Aku Klik Maka Aku Ada* (Yogyakarta: Kanisius, 2021), 40–41.

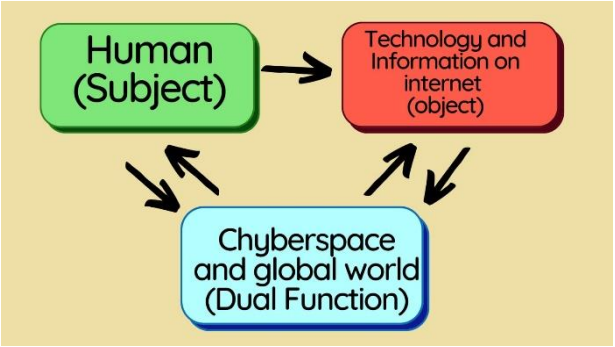

Figure 1. The relationship between education and digital technology

The chart explains that humans are subjects who control gadgets or the internet world. Humans use gadgets in educational contexts such as creating learning platforms or learning videos on YouTube. The platform works according to the system created. The platform creates a virtual world and a global network. These two things slowly regulate and control humans with their systems. Even the virtual world system is able to influence and change human actions with their work patterns through likes, retweets, subscriptions, etc. This shows even the relationship between education and digital as follows subject-object-subject. The first subject is humans in educational activities. The object is a gadget or computer in the internet world. The subject is the virtual world of the global network that humans use with platforms and social media to become rulers and change human behavior.

Education in the digital era

Digital learning is one of the innovations in the field of education that requires synergy between school residents and policymakers. One part of digital learning is basically online education that requires a change in the way of thinking and paradigm of school residents. American education has the potential to be completely shifted and accelerated by digital learning. The digital learning in question is a mixture of offline and online learning on an ongoing basis. The things that need to be considered in digital learning include: motivating students to face the next challenge and persist despite obstacles; helping students with time and task management and other critical habits for success; building children's social and emotional skills and resilience; mentoring and modeling life skills; dealing with personal and family situations that can hinder learning; helping students dig deeper into the material and develop higher-level thinking skills (analytical, conceptual, and creative); and taking responsibility for ensuring learning outcomes by making changes. In addition, an understanding of digital literacy is needed for school residents.[14]

[14] Chester E Finn and Daniel R Fairchild, "Education Reform for the Digital Era.," 2012, https://api.semanticscholar.org/CorpusID:154008641.

Digital literacy encompasses a wide range of cognitive, motor, sociological, and emotional skills that users need to function effectively in a digital environment.[15] Digital literacy in elementary schools is the ability to use digital media properly, correctly, and responsibly to obtain learning information, find solutions to problems, complete learning assignments, and communicate various learning activities with other learning people. Mastery of digital literacy will enable training participants to adapt to the increasingly rapid advancement of information technology. Mastery of digital literacy will enable training participants to save energy, time, and costs, and expand networks, expand information, strengthen knowledge achievement, and improve digital literacy skills. Understanding and mastery of digital literacy will encourage digital literacy training participants in elementary schools to think critically, creatively, and innovatively; to solve problems; to communicate effectively; and to collaborate in teams. The outcome of these skills is a reflection of mastery of 21st-century learning skills. Mastery of 21st century learning skills is characterized by skills in using digital technology, using communication tools or networks, and skills in finding, evaluating, using, and creating information. Digital literacy in elementary schools is divided into two parts, namely digital literacy in the classroom and digital literacy outside the classroom or extracurricular.[16]

Development of digital technology at SD Muhammadiyah Condongcatur

The SD Muhammadiyah Condongcatur website is an information media containing vision and mission, school committee, news, articles, achievements, curriculum, E-Learning, library, UKS, PPDB info, and parent services. This website helps school residents and the general public in obtaining information about the school. News about school activities or children's activities at school are displayed routinely through this website. Likewise with student achievements, which are always there almost every week. These achievements are always published either through the website or the school's social media. In addition, content on the development of world science, simple science facts, current news, and challenging educational games are displayed. In addition to that, there is the SD Muhammadiyah Condongcatur Youtube, which is an information media in the form of videos containing documentation of activities, podcasts, tutorials, and learning both live and recorded. The SD Muhamadiyah Condongcatur Youtube is named SDMUHCC TV. The school hopes that all school activities and events can be published properly and neatly. This SDMCC TV YouTube has 1908 subscribers and has posted 1291 videos.

SD Muhammadiyah Condongcatur's publication media also reaches the world of Instagram and Facebook. This shows SD Muhammadiyah Condongcatur's commitment to always follow and update various developments of the times. These two social media

[15] Yoram Eshet-Alkalai, "Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era," *Journal of Educational Multimedia and Hypermedia* 13 (January 1, 2004).

[16] Sri Wahyuningsih, "Modul Literasi Digital Di Sekolah Dasar," *Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*, 2021, 1–22.

are used as a means of promotion and publication, especially in terms of school achievements. These social media are well managed and always updated regarding school activities, achievements, and information. The school's Instagram has so far posted 863 contents, with 2173 followers. The school's Facebook has 825 followers. The content of these two social media is interlinked. So that Instagram content posts will automatically be posted to Facebook.

SD Muhammadiyah Condongcatur's radio streaming is an audio broadcasting service that is transmitted via the internet. This service can broadcast like FM radio but uses the internet. This radio streaming can be accessed via the website or smartphone application. Radio streaming has several programs, including Serdadu, Serabi, Spiritual Inspiration, and Islamic Spirituality. Radio streaming is packaged more educationally in order to develop and enrich learning resources. Radio streaming can be used for more varied learning, for example, related to students' listening skills. SDMUHCC's radio streaming is often also used for podcast events.

The learning system at SD Muhammadiyah Condongcatur uses a hybrid learning model. This means that learning is carried out through offline and online modes side by side. Offline mode: learning is done face-to-face. While in online mode, learning is done through e-learning based on the Learning Management System (LMS). SD Muhammadiyah Condongcatur has had a Learning Management System (LMS) for a long time. So that teachers and students are quite familiar with using LMS as a learning medium. Teachers upload materials or videos on the LMS before being discussed face-to-face. Students can access the material from home or wherever the child is via smartphone, laptop, or computer. Thus, students already have provisions during face-to-face learning.

Student attendance in direct learning is integrated into e-learning. Data on students in a particular class has previously been inputted by the SD Muhammadiyah Condongcatur e-learning admin. So that students who participate in learning in a particular class are already known in advance. LMS SD Muhammadiyah Condongcatur provides teachers with the flexibility to conduct assessments. Teachers can make assessments in this LMS in the form of multiple choice questions, short answers, matching, or uploading student work.

The report card processing system at SD Muhammadiyah Condongcatur is no longer done manually. However, the school has provided a report card application that is adjusted to the 2013 curriculum. This report card application was created by the IT teacher of SD Muhammadiyah Condongcatur. In its use, teachers only need to input data on assignment scores, daily test scores, mid-semester scores, and final semester scores. Automatically, these scores will display the student's final scores for one semester.

Through this service, it is hoped that it will make it easier for the public to obtain complete and up-to-date, interactive, and dynamic information. The public who need information related to the acceptance of new students at SD Muhammadiyah

Condongcatur can access information from the school website's INFO PPDB menu. Thus, parents who want to send their children to SD Muhammadiyah Condongcatur know what needs to be prepared and when it will be implemented. This web-based information system with Google Form also makes it easier for schools to search for data related to prospective new students who have registered.

Monthly tuition payments for students of SD Muhammadiyah Condongcatur can be made online through the SDMCC Mobile application. In this case, SD Muhammadiyah Condongcatur collaborates with Bank Syariah Indonesia. The advantages of online payments include: payments can be made at any time; checking bills and payments at any time without having to contact the school administration; parents do not need to come to school to make payments; being paperless (do not use SPP cards and payment receipts), and minimizing cash turnover at school. As for monthly tuition payments and class promotion re-registration, These payments can be made in two ways, namely, through BSI and non-BSI. Here's how to transfer via BSI: Enter the payment menu, select academic (Academic Name: 5153 SDMUHCC (Close Payment), Customer ID: NIS (Student Registration Number), and the nominal amount will automatically appear in BSI Mobile. Here's how to transfer via a non-BSI bank: select BSI (Bank Syariah Indonesia) / BSM (Bank Syariah Mandiri), Destination Number 900 5153 NIS (Student Registration Number), for example: 900 5153 1234, and the payment amount plus IDR 2,000.00 per transaction, for example: rate IDR 495,000 The transfer amount becomes IDR 497,000. Parents can check before and after payment via the available link.

In addition to this, one of the efforts to maintain the smooth running of the teaching and learning process, SD Muhammadiyah Condongcatur, manages the attendance of teachers and employees by utilizing the Fingerprint Magic M340 machine, which has a capacity of 1,000 fingerprints and a log capacity of 80,000 transactions. Before the fingerprint machine is used, the admin will first input the fingerprint machine user data using the Attendance Management application and then scan the user's fingerprints. After completing the data input process and scanning the user's fingerprints, the fingerprint machine is ready to be used for teacher and employee attendance activities. The process of downloading teacher and employee fingerprint attendance transaction data can be done in 2 ways, namely using a flash disk and a LAN cable network. The process of managing fingerprint transaction data is carried out using the Attendance Management application. After being downloaded, the departure and return times of teachers and employees will be known.

In other digital attendance methods, the UKS system, facilities and infrastructure, and library at SD Muhammadiyah Condongcatur have all been recorded and inputted into the First System, facilities, and infrastructure of the Muhammadiyah Asset Management Information (SIMAM) PP Muhammadiyah. Through SIMAM, all assets at SD Muhammadiyah Condongcatur can be identified. Starting from land, cars, buildings, learning support, and others. The following is a brief recap of SD Muhammadiyah Condongcatur assets in the SIMAM application.

Second, UKS Ibnu Sina SD Muhammadiyah Condongcatur also has advantages that other educational units may not have. The presence of doctors from PKU Muhammadiyah Hospital who are on standby at school every day is a plus for UKS Ibnu Sina. This certainly illustrates the seriousness of the school in serving the health of children and school residents. Another advantage is the existence of E-UKS. E-UKS "Ibnu Sina" is an information media related to UKS in SD Muhammadiyah Condongcatur, including profile, vision-mission, HR, Doccil, health facilities, and E-UKS. E-UKS is electronic data of UKS, which contains patient medical records, drug lists, and drug stocks. In addition, this media is one of the school services to make it easier for school residents to access anywhere and anytime via gadgets. E-UKS is integrated into the school website.

E-Library is a digital-based information system of the "Hamka" library of SD Muhammadiyah Condongcatur that can be accessed anywhere and anytime using a smartphone, cellphone, laptop, or computer. This e-library is a form of cooperation between the school and the publisher Erlangga. The convenience of the e-library is that users do not need to come directly to the library to borrow books. Through this e-library, users can read or borrow digital books from the "Hamka" library collection of SD Muhammadiyah Condongcatur online. The "Hamka" library of SD Muhammadiyah Condongcatur has a collection of digital books (e-books) of 76 titles and 385 copies. All students, teachers, pupils, and employees are members of the "Hamka" library of SD Muhammadiyah Condongcatur. The database of the "Hamka" library of SD Muhammadiyah Condongcatur uses the SLIMS (Senayan Library Information System) program. In this SLIMS program, the storage and retrieval system of various information, including types of collections, members, borrowing and returning books, and other library data, can be known quickly, precisely, and accurately. Hamka Library" SD Muhammadiyah Condongcatur has a book collection of 6690 titles and 16531 copies. The system for borrowing and returning library collections uses the SLIMS (Senayan Library Information System) barcode database system. (Library officers are inputting book data into the SLIMS application that students will borrow).

UUSM SWC is one of the business units of SD Muhammadiyah Condongcatur. UUSM SWC was established to meet the needs of students, parents, and also teacher employees. UUSM SWC provides various types of needs, such as uniforms, stationery, food, and drinks. UUSM SWC services use a minimarket system to facilitate the management of incoming goods, sold goods, stock of goods, and also reporting. To facilitate buyers, UUSM SWC accepts payments by transfer or QRIS. The table of digitalization links for SD Muhammadiyah Condongcatur is as follows:

Table 2. List of digitization of Muhammadiyah Condongcatur Elementary School

No.	Name	Website Address
1	SD Muhammadiyah Condongcatur Official Website	https://sdmuhcc-yogya.sch.id/
2	YouTube Channel – SDMUHCCTV	https://www.youtube.com/channel/UCYo4wsaJqD_cUjZU6WMNU8w
3	School Facebook Page	https://www.facebook.com/SDMUHCC/
4	School Instagram Page	https://www.instagram.com/sdmuhcc/
5	School Radio Streaming	http://radiostreaming.sdmuhcc.id/
6	PPDB (Student Admission) Information Page	https://sdmuhcc-yogya.sch.id/info-ppdb-2023-2024/
7	Payment Information Portal	https://ortu.sdmuhcc.my.id/
8	Summary of SD Muhammadiyah Condongcatur Assets in SIMAM Application	https://simam.wakafmu.org/login
9	UKS Ibnu Sina Website	https://uks.sdmuhcc.net/
10	SD Muhammadiyah Condongcatur Report Card	https://drive.google.com/file/d/1dY6Fkej_f_hctLiiYN-kNTtXriSQfgP/view?usp=share_link]()

(Source: School documents, 2024)

SD Muhammadiyah Condongcatur utilizes a wide range of digital platforms to support its educational, administrative, and information-sharing activities. The school's official website serves as the primary hub for institutional information, while additional channels such as the SDMUHCCTV YouTube channel, the official Facebook page, and the

Instagram page function as media for publication and community engagement. The school also operates a radio streaming service as an alternative medium for broadcasting school programs. For administrative needs, the PPDB information page provides updated details on student admissions, and the payment information portal facilitates financial transactions for parents. Furthermore, asset management is integrated through the SIMAM application, and the UKS Ibnu Sina website offers health-related resources for students. Academic reporting is supported through an online report card link, demonstrating the school's comprehensive adaptation to digital-based services in various operational aspects.

CONCLUSSION

The development of SD Muhammadiyah Condong Catur education is carried out by utilizing the digitalization process. Digitalization is carried out in various parts, including: learning, payment, libraries, PPDB, school independence efforts, and school health units. This makes it easier for school residents and the global world to access the existence of SD Muhammadiyah Condong Catur. This strengthens the relationship between educational and digital relationship patterns as subjects-objects-subjects. The first subject is humans in educational activities. Objects are gadgets or computers in the internet world. The subject is the virtual world of global networks that are utilized by humans with platforms and social media to become rulers and change human behavior.

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