Capacity building for LAZIS administration through Google Applications Training

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Article Info	ABSTRACT
	The rapid development of information technology has prompted social institutions such as LazisMU to adopt digital administrative systems. However, technical limitations among staff hinder optimal implementation. This community service aimed to enhance the administrative capacity of LazisMU staff through targeted training in Google Applications. The training involved needs assessment, module development, and interactive sessions covering Google Drive, Docs, Sheets, and Forms. Results indicate significant improvement in participants' understanding and skills, particularly in document management, financial reporting, and data handling. Pre-test and post-test comparisons, along with direct observation, showed over 60% improvement in comprehension scores. These outcomes highlight the positive impact of digital training on operational efficiency. Further training and periodic monitoring are recommended to ensure continued digital competence development.

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1. INTRODUCTION

Amil Zakat, Infaq, and Shadaqah Institutions (LAZIS) are nonprofit Islamic financial organizations responsible for managing zakat, infaq, and shadaqah (ZIS) funds from the community and distributing them through various social, economic, and humanitarian programs. These institutions play a vital role in channeling public funds to eligible beneficiaries (mustahik) to improve their quality of life and overall welfare, particularly among underprivileged communities[1]. In the Special Region of Yogyakarta (DIY), Lazis Muhammadiyah (LazisMU) stands out as an active zakat management organization that collects and utilizes ZIS funds in a professional and accountable manner[2]. As a large institution engaged in socio-religious work, LazisMU is expected to implement organizational governance that is efficient, transparent, and adaptable to technological advancements. However, observations and interviews with the organization's management revealed that administrative operations at the LazisMU DIY service offices are still largely conventional. Data management, scheduling, archiving, and reporting processes remain unintegrated and are manually executed, increasing the risk of input errors, data duplication, information delays, and loss of important documents. Moreover, the limited capacity for online collaboration among staff members hinders productivity and service effectiveness[3].

In addition to internal administrative needs, another pressing requirement is the ability to produce digital content for institutional publicity and campaign purposes. Currently, LazisMU DIY remains heavily reliant on external parties for the creation of promotional materials such as posters, infographics, and video content for social media platforms. This dependency not only places a financial burden on the organization but also limits

the flexibility and consistency of its digital publications. In fact, social media holds significant potential for expanding the reach of the institution's da'wah activities and fundraising initiatives[4],[5].

Information technology training and the utilization of digital media represent strategic solutions to address these needs. Applications within the Google Workspace ecosystem-such as Google Calendar, Google Drive, Google Docs, Google Sheets, and Google Forms-have been proven to enhance administrative efficiency across various institutions, including village governments and Islamic boarding schools [6]-[8]. By leveraging these tools, tasks that were previously performed manually can be transformed into cloud-based digital systems that are more organized, collaborative, and time-efficient. On the other hand, strengthening skills in digital content design for social media is equally crucial[9]. Numerous training initiatives have demonstrated that the use of graphic design applications like Canva can empower communities, educational institutions, and small businesses to create visually appealing and informative promotional materials[10]-[12]. Equipped with these competencies, internal staff at LazisMU can independently produce content that enhances the institution's public image and improves the effectiveness of its fundraising campaigns.

The implementation of Google Applications has had a significant impact on improving operational efficiency and effectiveness across various institutions, ranging from government and education sectors to small and medium-sized enterprises (SMEs). One concrete example is its application in local government offices, particularly at the village level, where Google tools are used to enhance the digital capacity of village officials in data management and administration. This was evident in the information technology training conducted in Ngale Village, which successfully improved the competence of local officials in utilizing services such as Google Docs, Sheets, and Drive to support public service delivery. In the education sector, Google Applications have been utilized to create more interactive and flexible learning environments. For instance, the use of Google Sites as a learning platform in mathematics education has helped both teachers and students to visualize and systematically understand number pattern concepts[13]. A similar innovation was applied in training programs for vocational school teachers, who learned to develop web-based instructional media using Google Sites as an accessible and effective educational platform[14]. Meanwhile, in the field of village administration, Google tools have been employed to digitize correspondence systems, replacing manual procedures that were time-consuming and error-prone. This implementation has facilitated better recording, tracking, and archiving of official letters in a more organized and efficient manner. Equally important, Google Sites has been used by SMEs as a tool to support digital marketing. Through targeted training programs, entrepreneurs were taught to build simple yet functional websites to promote their products online, enabling them to expand their market reach at minimal cost[15]. These various examples demonstrate that Google Applications are not merely technological tools but serve as practical and sustainable solutions for governance, education, administration, and business development.

Training has also proven to be an effective and practical solution in addressing various community challenges. Through this approach, participants gain not only knowledge but also hands-on skills that can be immediately applied. For example, during the post-pandemic transition period, training programs played a critical role in helping small business actors recover and adapt to the new economic landscape[16]. Furthermore, training activities have effectively fostered entrepreneurial spirit among SMEs through practical and educational approaches[17]. On the other hand, technical training has supported digital transformation, particularly in the efficient utilization of family information reporting systems[18]. Equally important, experiential-based training such as outbound activities has been shown to improve teamwork and entrepreneurial motivation among business actors[19]. Given this track record of success, training can be positioned as a relevant and sustainable capacity-building strategy.

Therefore, this training program was designed to address two main issues: the digitalization of office administration and the enhancement of digital content production skills. The training is expected not only to improve administrative efficiency within LazisMU but also to strengthen the institution's capacity for public communication and promotion through digital media. This intervention aligns with the goal of organizational capacity-building in response to the challenges of the digital era and the continuous improvement of community services. A key outcome of the training is the enhancement of digital literacy. Digital literacy plays a crucial role in improving service quality across various sectors. The use of digital tools such as Google Docs and Canva has been shown to support more active and collaborative learning at the elementary school level[20]. Improved digital literacy also encourages greater adaptability to technology within educational environments[21]. Moreover, strengthening digital literacy among youth through digital media training and content creation further contributes to improving service quality and readiness to face the challenges of the digital age[22].

2.   METHOD

This community service activity was carried out through three main structured phases: (1) the

preparation and development of training materials, (2) the implementation of the training sessions, and (3) the evaluation and reflection of the outcomes. These phases were designed in a participatory and collaborative manner, involving the partner institution, the project team, and student contributors, as illustrated in Figure 1.

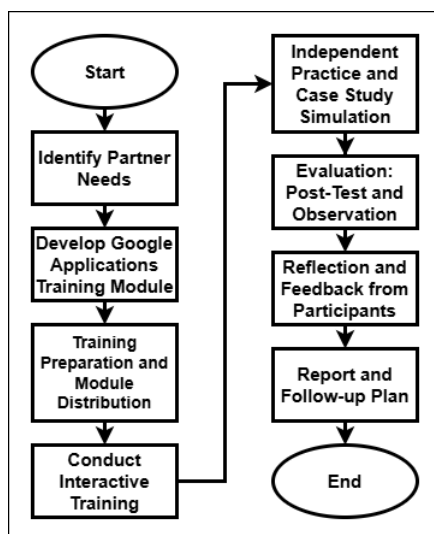Figure 1. Stages of training implementation

2.1 Preparation and Module Development Stage

The initial stage focused on identifying the needs and characteristics of the training participants, who were staff and administrators from LazisMU service offices in the Special Region of Yogyakarta. This needs assessment was conducted through field observations and informal interviews to gain a concrete understanding of existing administrative processes and the challenges faced. Based on these findings, the organizing team developed a need-based training module, which included introductory materials and practical guides on using various Google Workspace applications, such as:

1. Gmail for managing digital correspondence;
2. Google Calendar for activity scheduling;
3. Google Drive for file storage and collaborative document access;
4. Google Docs and Google Sheets for document and data management;
5. Google Forms for internal data collection and surveys.

The training materials were designed using an andragogical approach (adult learning), supported by case studies, simulations, and visual tutorials to enhance participants' technical understanding. The module was tailored to be directly applicable to the daily administrative tasks of zakat service offices.

2.2 Training Implementation Stage

The training was conducted in the form of an in-person workshop using interactive and participatory learning methods. The training process was designed to create a two-way learning environment, where participants not only received material but also actively engaged in hands-on practice and group discussions.

Each training session included the following components:

1. Opening and material overview, introducing the benefits and objectives of using Google Applications in an administrative context;
2. Live demonstrations by facilitators, providing step-by-step guidance on using each application;
3. Individual and group practical exercises, aligned with participants' actual administrative tasks;
4. Situational simulations, such as creating a shared meeting calendar, sharing working documents, or managing financial reports online.

A total of 16 participants from LazisMU service offices in Yogyakarta actively took part in the training. To increase training effectiveness, university students were also involved as technical facilitators to assist participants during practice sessions. This approach not only improved the learning process but also fostered a collaborative atmosphere between academia and community partners.

2.3 Evaluation and Reflection Stage

The final stage of this activity was the evaluation of the training outcomes, aimed at measuring the

success of the intervention and providing feedback for the improvement of future programs. The evaluation employed both quantitative and qualitative approaches:

1. A post-test was administered to assess participants' comprehension of the training materials. The test used a Likert scale format to evaluate cognitive (knowledge), affective (attitude), and psychomotor (application skills) domains.
2. Direct observation was conducted during hands-on practice sessions to assess participants' independence and accuracy in using the applications.
3. Interviews and reflective discussions were held to gather impressions, experiences, and suggestions from participants regarding the training process.

The evaluation results indicated that most participants experienced a significant improvement in their understanding and skills in utilizing Google Applications for office administrative tasks. Reflections from the activity also highlighted the need for advanced training, focusing on deeper integration of digital technologies. This activity was part of a Community Service Program funded by Universitas Ahmad Dahlan. Collaboration among lecturers, students, and community partners was a key element in ensuring the successful implementation of the program, which had a direct impact on enhancing the partners' capacity.

3. RESULTS AND DISCUSSION

This community service initiative produced several notable outcomes, particularly in enhancing the digital competencies of staff at LazisMU service offices in the Yogyakarta Special Region. The outcomes of the program can be categorized into three main aspects: the development of a tailored learning module, the implementation of interactive training sessions, and the evaluation of participants' understanding and skills.

3.1 Development of the Learning Module

The initial phase of this program focused on the development of a Google Applications-based training module tailored to the specific needs of LazisMU service office administrators. The module was systematically designed to facilitate the understanding of basic information technology and its application in office administration. The content includes practical guides for using Google Mail, Drive, Calendar, Forms, Docs, and Sheets-all integral components of the Google Workspace ecosystem. In addition to technical tutorials, the module also features contextual case studies that reflect the real administrative practices at LazisMU. The initial coordination was held at the LazisMU DIY office, Graha TR, Jl. Gedongkuning No.152, involving both the institution's management and the implementing team. Subsequently, the module development continued internally by the proposal team from the Department of Informatics at Universitas Ahmad Dahlan (UAD). Three excerpts from the training module are shown in Figure 2.

Figure 2. Google Applications Training Module

3.2 Training Implementation

The training was conducted offline at the PWM DIY Building Hall on January 12–13, 2024. A total of 16 participants from various LazisMU service offices across the Special Region of Yogyakarta (DIY) took part in the training. The sessions were designed to be interactive and hands-on, allowing each participant to directly practice using various features of Google Applications that had been introduced during the training. Visual documentation of the training activities is presented in Figure 3, while the distribution of participants' origins is illustrated in Figure 4. A detailed schedule of the training and module development activities is shown in Table 1, outlining the time allocation for preparation, implementation, and evaluation phases.

Table 1. Training Implementation Schedule

Activity Name	Date	Minutes (Preparation / Implementation / Evaluation)
Module Development	December 6–8, 2023	100 / 300 / 50
Google Apps Training	January 12–13, 2024	100 / 200 / 50

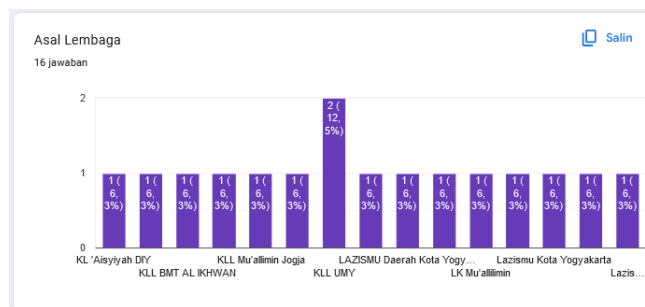Figure 3. Training Atmosphere of the Google Applications Workshop

Figure 4. Participant Origins Data

3.3   Training Evaluation Results

The effectiveness of the training was evaluated using a digital instrument in the form of a Google Form (Figure 5). In part 1, Participants fill out a Google Form about the participant's identity, name and origin of the institution. Then in part 2, participants fill out 10 questions related to Gmail, Google Drive, Google Forms, and Google Calendar. This form included questions regarding participants' understanding of the training materials, the benefits they gained, and suggestions or feedback for future training sessions.

Figure 5. Evaluation Form for the Google Applications Training

Based on the evaluation results from the survey completed by 16 respondents, data were obtained on participants' levels of understanding of various Google services used in office administration activities. The evaluation covered comprehension of Gmail, Google Drive, Google Forms, and Google Calendar. The data are

presented in the form of pie charts illustrating the distribution of participants' understanding for each application.

3.3.1 Gmail: General Understanding and Security

Figure 6 shows two questions with the first question being "How well do you understand the key features provided by Gmail?" and the second question being "How well do you understand the security features provided by Gmail to protect your account?". In the first question, which assessed participants' understanding of Gmail's core features (Figure 6 – Chart 1), the majority of respondents demonstrated a strong level of comprehension. Specifically, 43.8% selected "Understand" and another 43.8% chose "Fully Understand," indicating that most participants were confident in using functions such as email management, search, labeling, and archiving. However, when asked about Gmail account security (Figure 6 – Chart 2), although most respondents answered "Understand" (62.5%) and "Fully Understand" (25%), a small number still indicated that they either "Did Not Understand" or "Strongly Did Not Understand" security features such as two-step verification and activity controls. This highlights a critical need to emphasize digital security literacy more thoroughly in future training sessions.
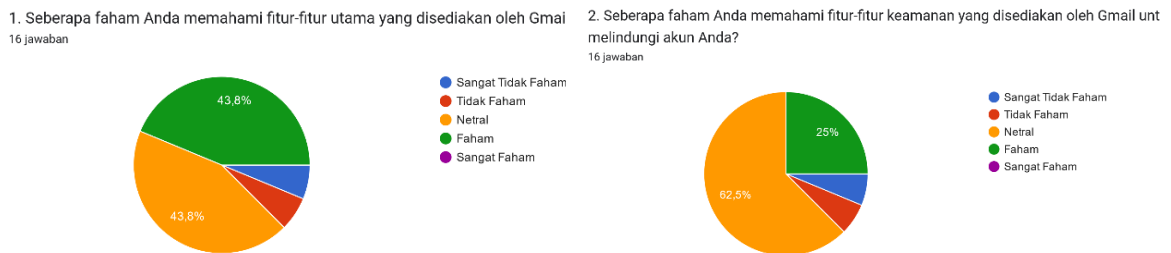

Figure 6. General Understanding and Security Awareness

3.3.2 Google Drive: Storage, Collaboration, and Effectiveness

Figure 7 shows three questions with the first question being "To what extent do you understand how to use Google Drive to store and share documents effectively?", the second question being "To what extent do you understand how to use Google Drive to collaborate on creating and editing documents with a team?" and the third question being "Do you feel that you understand that Google Drive can meet the collaboration and document sharing needs in your work environment?". The evaluation results for Google Drive indicate highly positive outcomes. In questions three and four (Figure 7 – Charts 3 and 4), 75% of respondents stated they "Understand" how to store and share documents, as well as collaborate on document creation and editing as a team.

Figure 7. Understanding of Storage, Collaboration, and Effectiveness

This outcome demonstrates the success of the training in introducing the core features of Google Drive as a cloud-based collaborative work tool. Furthermore, when participants were asked to assess whether Google Drive meets their needs for document collaboration and sharing in the workplace (Figure 7 – Chart 5), 68.8% responded "Understand," with only a small portion expressing neutral or limited understanding. These findings affirm that participants are now able to integrate Google Drive effectively into their actual work contexts.

3.3.3 Google Forms: Form Creation and Quality Assessment

Understanding of Google Forms still presents opportunities for improvement. Figure 8 shows three questions with the first question being "How familiar do you think Google Forms is to create online forms and surveys?", and the second question being "What is your understanding of the quality of forms that can be created using Google Forms?". Based on questions six and seven (Figure 8 – Charts 6 and 7), 56.3% of respondents reported they "Understand" how to use Google Forms to create online surveys and questionnaires. Similarly, 56% expressed understanding of what constitutes a quality form. However, there remains a portion of respondents-around 12–15%-who selected "Neutral" or "Do Not Understand." This suggests that while most participants grasp the basic functionalities of Google Forms, such as creating questions and collecting responses, they have yet to fully explore advanced features like response validation, conditional logic (branching), and result management. This highlights the need for more in-depth training in future sessions to enhance digital form literacy.
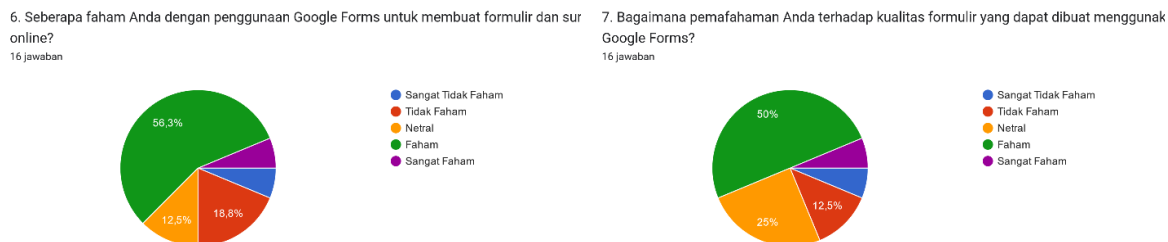
Figure 8. Understanding of Form Creation and Quality Assessment

3.3.4 Google Calendar: Usage in Schedule Management and Reminders

Figure 9 shows three questions with the first question being "To what extent do you feel you understand how to organize your personal activity schedule using Google Calendar?", the second question being "How well do you understand how to use Google Calendar for schedules and events?" and the third question being "How well do you understand how to use Google Calendar to set reminders and notifications related to your schedule?". Unlike the other services, participants' understanding of Google Calendar showed a more evenly distributed range of responses, indicating a greater need for improvement. In the last three questions (Figure 9 – Charts 8, 9, and 10), which focused on organizing personal and work schedules, managing events, and setting reminders and notifications, only about 37.5% of respondents stated they "Understand" the features, while 12.5% to 18.8% claimed to "Understand Very Well." A considerable portion of participants (37.5%) responded "Neutral," reflecting unfamiliarity with effectively utilizing Google Calendar.
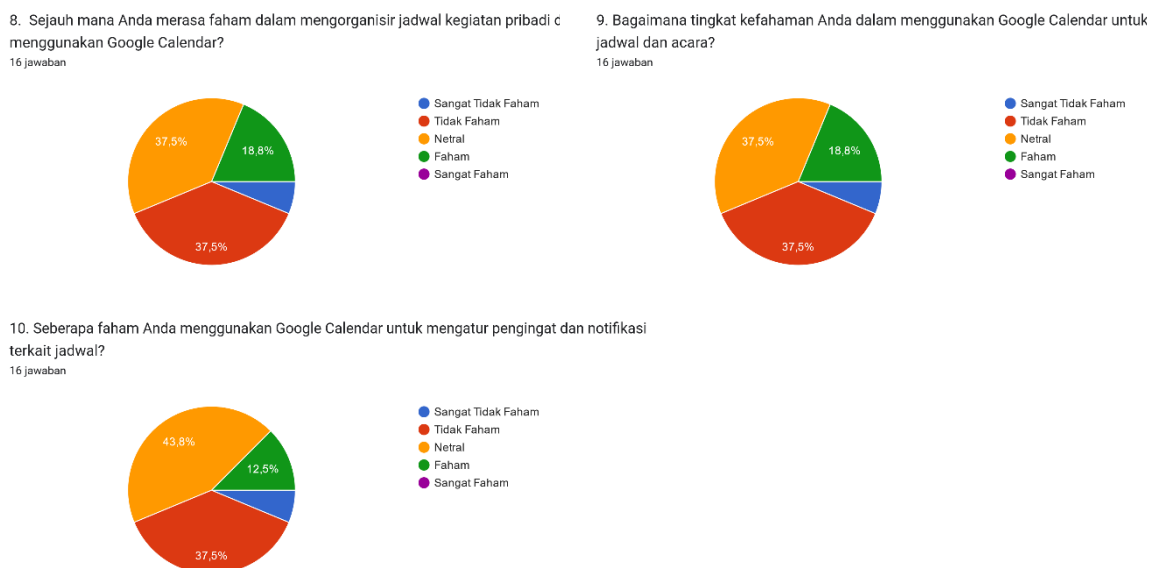
Figure 9. Understanding of Google Calendar for Schedule and Reminder Management

This condition may stem from minimal prior usage of Google Calendar, meaning features such as meeting invitations, automatic reminders, and cross-device synchronization remain underutilized. These results

indicate that additional time and practice are needed to develop participants' proficiency in using calendar management tools effectively.

3.3.5 Basic Understanding of Cells, Data Entry, and the Use of Formulas and Built-in Functions

Figure 10 shows two questions with the first question being "How well do you understand the basic functions of cells in Google Spreadsheet, such as writing formulas and entering data?", and the second question being "To what extent are you familiar with your ability to use mathematical formulas or built-in functions in Google Spreadsheet?". Figure 10 (Chart 1) shows that 50% of respondents rated themselves as "Neutral," 25% stated they "Do Not Understand," and only 18.8% reported that they "Understand." Additionally, 6.3% responded "Strongly Do Not Understand." These results indicate that half of the participants remain uncertain about their understanding of basic spreadsheet concepts, such as entering data and using cell formulas. In Figure 10 (Chart 2), a majority of respondents indicated a lack of understanding: 43.8% selected "Do Not Understand," 37.5% were "Neutral," only 12.5% felt they "Understand," and the remaining 6.3% reported "Strongly Do Not Understand." This data clearly illustrates that applying mathematical formulas in spreadsheets remains a significant challenge for most participants.
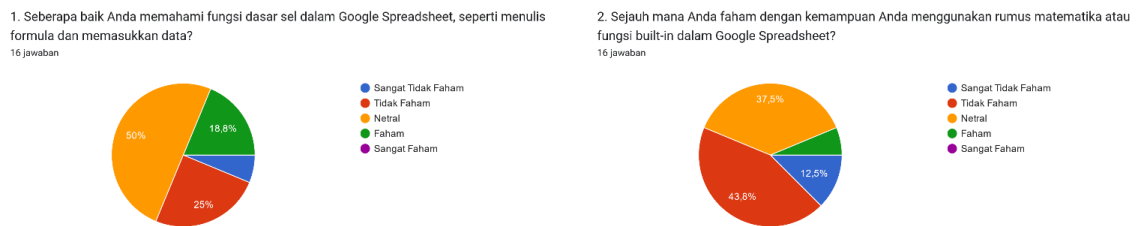

Figure 10. Understanding of Basic Spreadsheet Use: Formulas and Built-in Functions

3.3.6 Managing Lists/Tables and Using Data Filtering and Sorting Features

Figure 11 shows the two questions with the first question is "How well do you understand how to create and manage a list (list) or table in Google Spreadsheet?", and the second question is "How much you understand with the use of filters and sorting data in Google Spreadsheet?". Understanding of how to create and manage lists or tables, as shown in Figure 11 (Chart 3), mirrors the trends observed in previous sections. Around 37.5% of respondents indicated either "Neutral" or "Do Not Understand," while only 18.8% stated they "Understand" this feature. Similarly, comprehension of filter and sorting features in spreadsheets remains low. As illustrated in Figure 11 (Chart 4), 43.8% of participants admitted they "Do Not Understand" these features, and 37.5% remained "Neutral." Only 12.5% of respondents expressed that they "Understand" the functionality, with none claiming "Strong Understanding." These results highlight the need for more in-depth and hands-on training in spreadsheet data management.
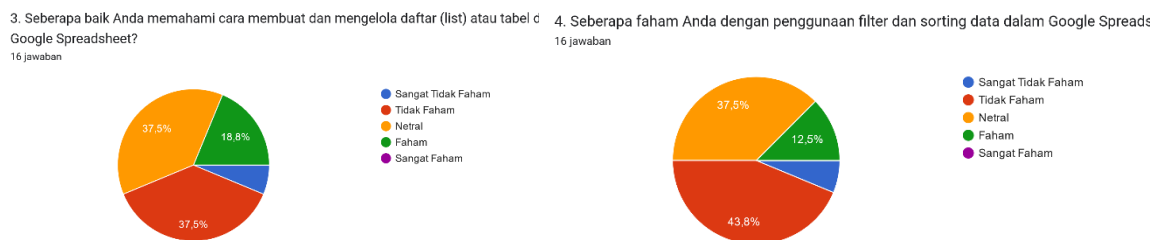

Figure 11. Understanding of List/Table Management and Use of Filter and Sort Functions

3.3.7 Chart and Diagram Creation, Collaboration Features, and Spreadsheet Sharing

Figure 12 shows the two questions with the first question is "How well do you understand the use of graphics and diagrams to present data in Google Spreadsheet?", and the second question is "How understood do you use collaboration features or share spreadsheets through Google Spreadsheet?". The ability to visualize data using charts and diagrams remains a significant weakness among participants. As shown in Figure 12 (Chart 5), a large majority reported low confidence in visual data representation within Google Sheets-56.3% stated they "Do Not Understand" and 37.5% were "Neutral." This indicates a critical gap in data visualization skills that could hinder effective reporting and decision-making processes. Regarding the use of collaboration and sharing features, the understanding was slightly more promising yet still requires attention. As illustrated in Figure 12 (Chart 6), 43.8% of respondents indicated "Do Not Understand," and 25% were "Neutral." On a more positive note, 25% expressed that they "Understand" the collaboration tools, offering a modest but valuable foundation for future improvements in collaborative digital practices.

5. Seberapa baik Anda memahami penggunaan grafik dan diagram untuk menyajikan data dala
Google Spreadsheet?
16 jawaban

6. Seberapa faham Anda menggunakan fitur kolaborasi atau berbagi spreadsheet melalui Googl
Spreadsheet?
16 jawaban

Figure 12. Understanding of Data Visualization, Collaboration, and Spreadsheet Sharing

3.3.8 Understanding of VLOOKUP, HLOOKUP Functions, and Automation Using Macros or Scripts

Figure 13 shows the two questions with the first question is "How much you use the Vlookup or Hlookup function in Google Spreadsheet?", and the second question is "How do you use Macro or Script for Automation of Task in Google Spreadsheet?". Advanced features such as VLOOKUP and HLOOKUP functions were understood by only a small portion of participants. As shown in Figure 13 (Chart 7), 50% of respondents stated, "Do Not Understand," 31.3% were "Neutral," and only 18.8% expressed "Understand." This indicates that lookup functions-though fundamental in spreadsheet data processing-remain underutilized due to limited exposure and practice. Even more striking, the use of macros or scripting for automation emerged as the least understood competency. Figure 13 (Chart 8) reveals that 75% of respondents selected "Do Not Understand," while the remaining respondents were "Neutral" (12.5%) or "Strongly Do Not Understand" (12.5%). These findings suggest that automation through scripting and macros is virtually untouched by most participants and highlights a significant opportunity for more advanced follow-up training focused on digital efficiency and process automation.

7. Seberapa faham Anda menggunakan fungsi vlookup atau hlookup dalam Google Spreadshee
16 jawaban

8. Seberapa faham Anda menggunakan makro atau script untuk otomatisasi tugas dalam Goog
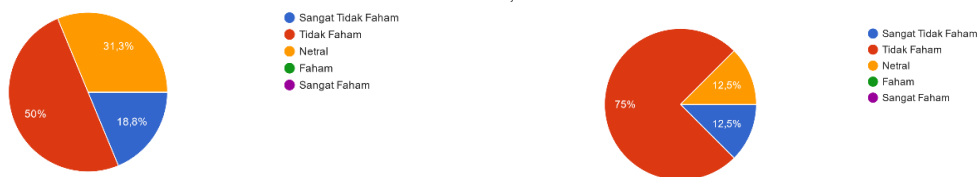Spreadsheet?
16 jawaban

Figure 13. Understanding of Lookup Functions and Spreadsheet Automation

3.3.9 Understanding of IF/Logical Functions and Pivot Tables

Figure 14 shows the two questions with the first question is "How do you understand you use the IF formula or logic function in Google Spreadsheet?", And the second question is "How do you understand and manage or manage the Pivot Table feature in Google Spreadsheet?". Participants' understanding of logical functions, particularly the use of the IF function, remains relatively low. As shown in Figure 14 (Chart 9), 37.5% of respondents reported "Do Not Understand," another 37.5% selected "Neutral," and only 6.3% indicated "Strong Understand." This reflects a gap in participants' ability to apply conditional logic in spreadsheets-an essential skill for data analysis and automated decision-making. Similarly, comprehension of Pivot Tables-a powerful feature for summarizing large datasets-was among the lowest across all areas assessed. According to Figure 14 (Chart 10), 56.3% of respondents reported "Do Not Understand," while 25% were "Neutral," and a mere 6.3% expressed any understanding of the feature.

9. Seberapa faham Anda menggunakan formula IF atau fungsi logika dalam Google Spreadshee
16 jawaban

10. Seberapa faham Anda mengelola dan mengatur data menggunakan fitur pivot table dalan
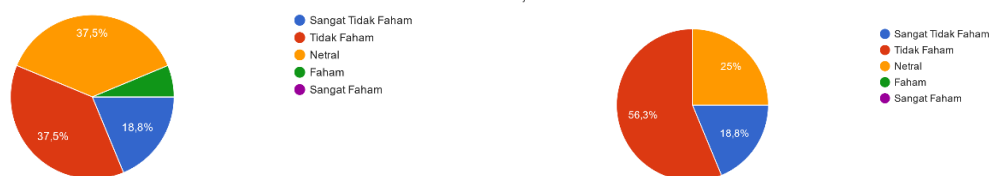Google Spreadsheet?
16 jawaban

Figure 14. Evaluation Results on Logical Functions and Pivot Tables in Google Spreadsheet

This suggests that the ability to extract insights from structured data through dynamic summarization tools remains largely untapped among the participants.

3.3.10 Perceived Benefits of the Google Spreadsheet and Google Slides Training

Figure 15 shows the two questions with the first question is that "I feel benefits with the Google Spreadsheet training that I have participated in ", and the second question is that "How much feel benefits with the Google Slides training that I have participated in". Participants were also asked to assess the perceived benefits they gained from the training. As shown in Figure 15, half of the respondents (50%) rated the training as "Beneficial," while 43.8% considered it "Very Beneficial." Specifically for the Google Slides component, 56.3% of respondents found it beneficial, and 37.5% rated it as very beneficial. These figures indicate a high level of satisfaction and perceived value, especially considering the practical orientation of the training modules.
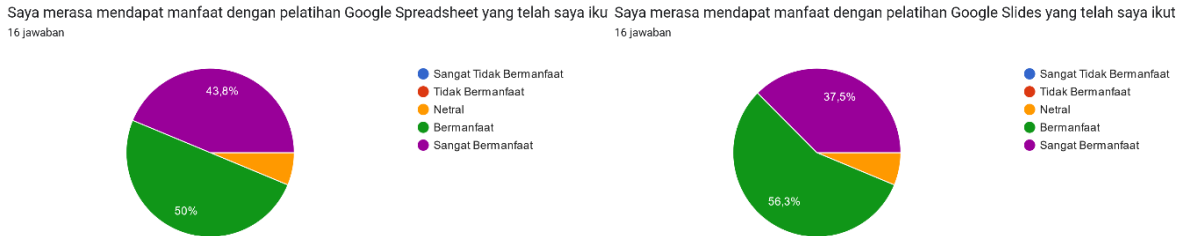

Figure 15. Evaluation of the Perceived Usefulness of the Training

Beyond quantitative evaluation, participants were also invited to share open-ended comments and suggestions for future iterations of the training. The feedback is summarized in Figure 16. Common suggestions include requests for:
1. More hands-on sessions focusing on real work scenarios,
2. Extended time allocation for practice,
3. Advanced training modules covering topics such as formulas, automation, and visualization, and
4. Project-based learning approaches to reinforce the application of acquired skills in context.

These suggestions reinforce the findings from earlier evaluations that indicate low to moderate understanding of advanced spreadsheet functionalities such as VLOOKUP, macros, and automation. To address these needs, a follow-up training program with a project-based learning approach is strongly recommended. Such a method would allow participants to engage in contextual problem-solving using real data and tasks from their administrative workflows, thereby enhancing both retention and applicability of digital tools in professional settings.
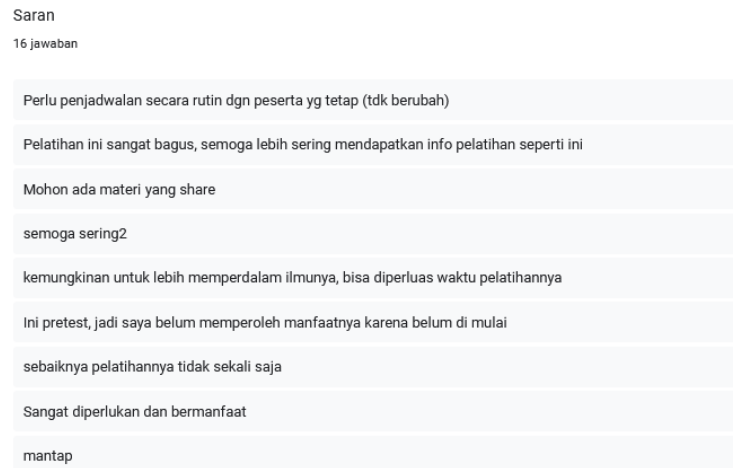

Figure 16. Comments and Suggestions from Training Participants

3.4 Implications and Discussion

Overall, the digital literacy training program based on Google Applications successfully improved participants' understanding, particularly in the use of Gmail and Google Drive. Evaluation results indicate that the majority of participants fall into the "Understood" and "Well Understood" categories in terms of managing emails, storing documents, and collaborating through Google Drive. Basic features such as document sharing and email labeling were well comprehended and applied. However, two specific areas require further attention. First, although Gmail account security was generally understood, future training should emphasize digital safety practices, including two-step verification and activity monitoring, given their importance for data

protection and privacy. Second, the utilization of Google Forms and Google Calendar still needs to be strengthened, especially regarding advanced features such as question logic, automatic reminders, and cross-device scheduling. In addition, evaluation of Google Spreadsheet usage revealed that most participants had low to neutral understanding, particularly in applying advanced formulas, logical functions, Pivot Tables, and automation through macros or scripts. This highlights the urgent need for follow-up training focused on practical skill enhancement and cross-feature integration. In conclusion, the training provided tangible benefits in enhancing the digital capacity of LazisMU office staff. This program serves as a strategic step toward the digital transformation of zakat institutions and could be replicated in other regions. The use of cloud-based tools not only increases work efficiency but also reinforces accountability and transparency in managing zakat, infaq, and shadaqah.

4. CONCLUSIONS

The primary objective of this training was to enhance participants' understanding and skills in managing administrative tasks within LazisMU service offices in the Yogyakarta region. This goal was achieved through the development of customized learning modules based on Google Applications, combined with hands-on implementation using practical case studies tailored to real workplace conditions. Overall, the training significantly improved the participants' digital literacy, particularly in the use of Gmail and Google Drive, which proved to be highly effective in supporting work efficiency and collaborative document management. Basic features such as email organization, cloud storage, and team collaboration were well understood and applied by most participants. However, evaluation results also indicated that Google Forms, Google Calendar, and especially Google Spreadsheet still require further reinforcement—particularly in mastering advanced features such as logical functions, Pivot Tables, automation, and cross-application integration. This highlights the importance of developing more in-depth and practical follow-up training. As a next step, future training is recommended to include advanced topics such as digital fundraising, implementation of more complex information systems, and project-based learning approaches to strengthen technical skills. By continuously developing the IT competencies of its staff, LazisMU can further improve operational efficiency and provide better services to the community, in alignment with its mission and vision as a trustworthy and professional zakat management institution.

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