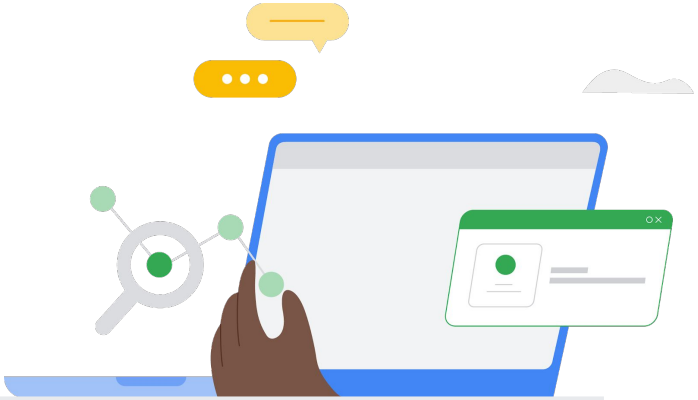
Project Albus Impact

Indonesia

Sampoerna Academy

June 2026



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Project Albus Indonesia – Background & Objectives

Indonesia's private education sector includes more than 57,000 schools, with the top-tier institutions representing a significant opportunity for digital transformation. Yet, few compelling examples exist of successful large-scale technology adoption in private schools, creating an opportunity for Google for Education (GfE) to establish a flagship case study.

Project Albus in Sampoerna Academy serves as a lighthouse case study. As one of Indonesia's leading private school networks, Sampoerna has a strong digital culture, an existing relationship with Google Workspace, and seven campuses across six cities, offering strong potential for broader market influence.

Beginning in Semester 2 of Academic Year 2025–26, Grade 7 teachers and students were provided with Acer Chromebook Plus devices and Google Workspace for Education Plus licenses. The implementation was supported by structured teacher training and ongoing coaching to drive adoption, enhance classroom practices, and generate evidence for future scale-up across Sampoerna Academy campuses and the wider private school sector.

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Project Albus At-a-Glance

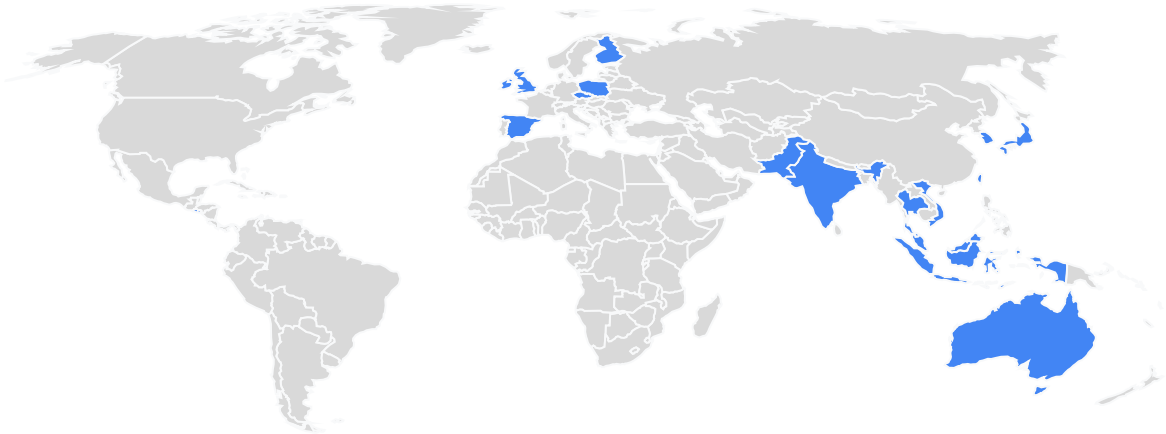
To build evidence on the impact of Google Workspace for Education (“GWfE") and Chromebooks in Indonesia, Google for Education, in partnership with Dalberg Advisors, delivered a digital transformation (“DX") of education pilot

What is it?

Project Albus is a global **6-month program** of digital transformation of schools using Chromebooks and Google Solutions.

Albus pilots globally

15	30+
countries	pilots



Components

1. **Chromebooks Plus** for teachers and students, **Chrome Education Upgrade and Education Plus License** are provided to participating schools
2. **Professional development** for teachers and IT administrators on Chromebooks, Google Workspace for Education, and AI tools
3. **Pilot case study and data collection with a local academic research partner** to assess implementation and impact

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Chromebook Plus and GWfE licenses were provided to both teachers and students

Teacher | Acer Chromebook Plus 514 14 Touch

chromebookplus

Chrome Education **Upgrade**

Education Plus License

Student | Acer Chromebook Plus Spin 714

chromebookplus

Chrome Education **Upgrade**

Education Plus License

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Comprehensive training on Chromebooks and GWfE tools prepared teachers for integrating technology into teaching

Professional Development Partner

REFO

40hrs

Of training was delivered by REFO Indonesia

Training Content	Hours
IT Admin Training	7
Chromebook & GWfE Tools Introduction	7
Education Plus Training	4
Google AI Pro for Education Training (Gemini, NotebookLM)	4
1-on-1 coaching	10
Technical support	8

Certifications

11 teachers earned **Google Certified Educator (GCE) Level 1** & **Gemini for Educator**

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Academic research was conducted to measure the pilot's impact on teaching and learning

Academic Research Partner

Universitas Pendidikan Indonesia (UPI), as an educational institution embodying The Education University identity, reaffirms its commitment to establishing an educational ecosystem characterized by integrity, adaptability, and global competitiveness.

OBJECTIVE	The study aimed to empirically analyze the educational effectiveness of an instructional environment that utilizes GWfE and Chromebooks
PARTICIPANTS	• 70 students and 13 teachers in Pre-pilot data collection • 68 students and 11 teachers in Post-pilot data collection
RESEARCH METHODOLOGY	• Pre- and Post-Pilot Surveys • Classroom Observations and User Interviews
TIMELINE	February 2026 to May 2026

Our research methodology assesses three key metrics through an overarching impact lens

Attitude and Mindset

- How do teachers and students *feel* about using technology & Generative AI (Gemini specifically) in classrooms?
- Was there a shift in attitudes post training and pilot?

Knowledge

- How comfortable are teachers and students using technologies?
- How did this change during the pilot?

Capability and Behavior

- Which tools were most used? Why?
- Which were most effective?
- What challenges were faced while using digital tools?

Impact

- Did student engagement, collaboration, creativity, communication, academic performance increase / decrease?
- What was the impact on teaching (e.g., student-centered teaching, teacher productivity, etc.)?

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By the end of the pilot, three significant outcomes were achieved across student and teacher participants

Strong Technology Adoption by Both Teachers And Students

- 100% of teachers felt more motivated to try applying technologies into their work
- 100% of teachers reported time savings from the technology intervention
- 75% of students had positive emotions about using GWfE and AI tools in their learning

Greater Student-Centered Learning, Engagement, and Performance

- 100% of teachers reported greater student-centered teaching
- 76% of students said they became more engaged in class
- 50% of students achieved better comprehension of class content and academic performance

High Evaluation for Chromebooks and GWfE Tools

- Chromebooks was selected as the most suitable device for classroom learning across most aspects
- Both GWfE tools and Chromebooks received "Great" NPS scores from teachers

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Strong Adoption of Technology in Teaching & Learning

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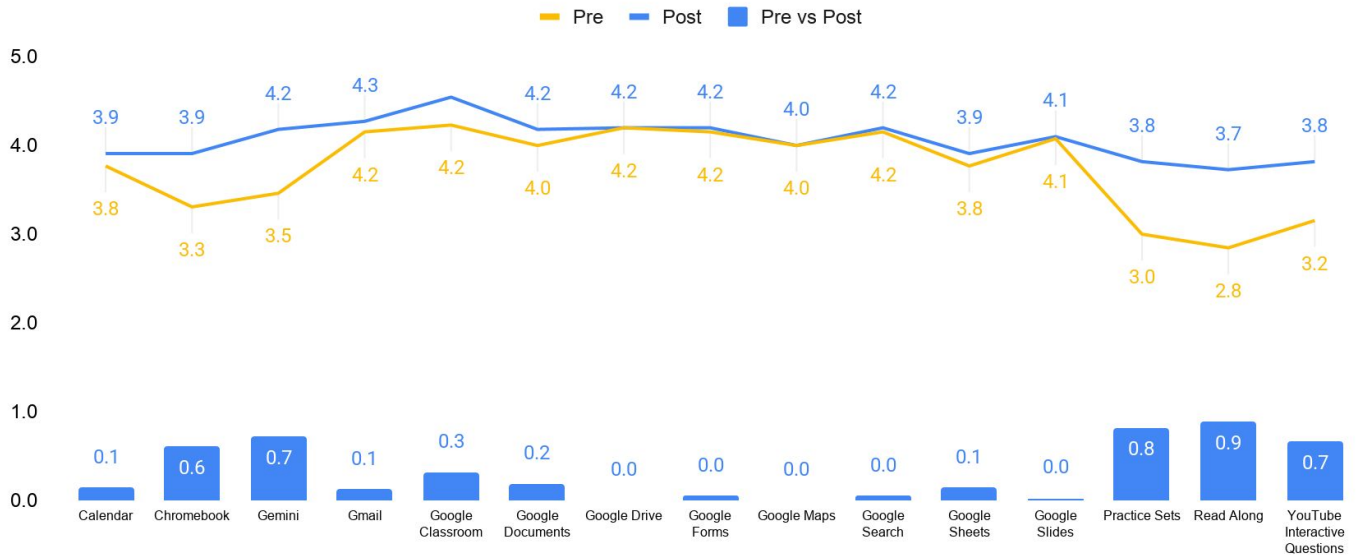
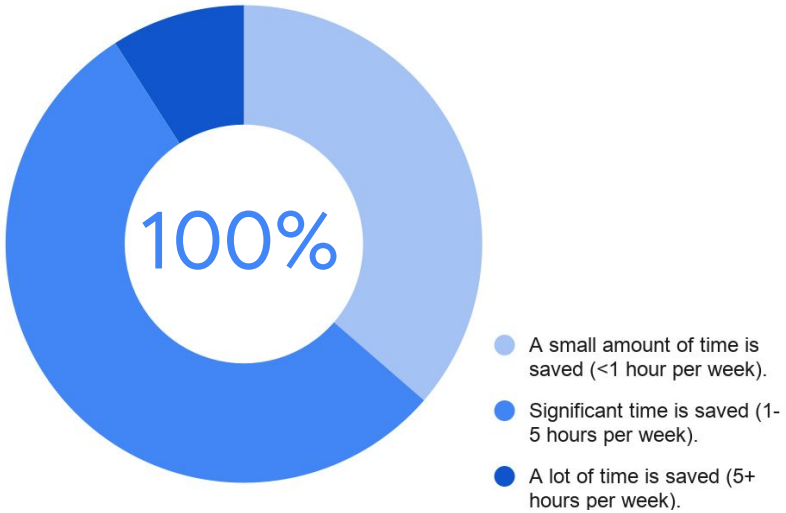
Skills in using all GWfE tools such as Gemini, Read Along and Chromebooks grew significantly throughout the pilots



Q: (On scale 1-5) How comfortable are you with using the following Google Apps? (pre n=13, post n= 11)

100% of teachers reported time savings from the technology intervention

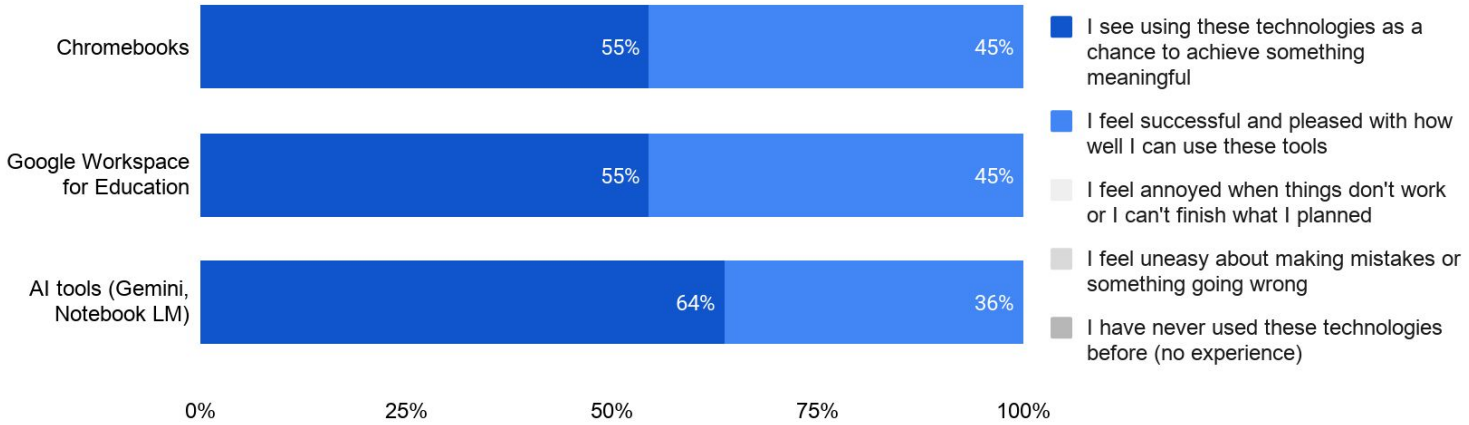


> “[GWfE] is a well-rounded tool that enables creativity and efficiency of work”
> - **Teacher, Languages, Grade 7**

> “[GWfE] is useful and saves time in preparation”
> - **Teacher, Sciences, Grade 7**

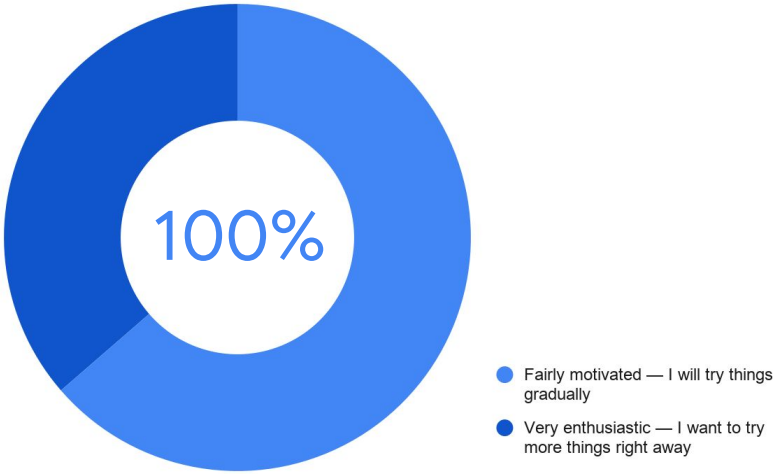
Q: Overall, does Google Solutions (GS) save you time in some of your key activities? (n=11)

At the end of the pilot, 100% of teachers reported positive feelings about using technology in their teaching



Q: Which statement sometimes describes your feeling when using the following tools for teaching after the pilot? (n=11)

100% of teachers feels more motivated to try applying technologies into their work

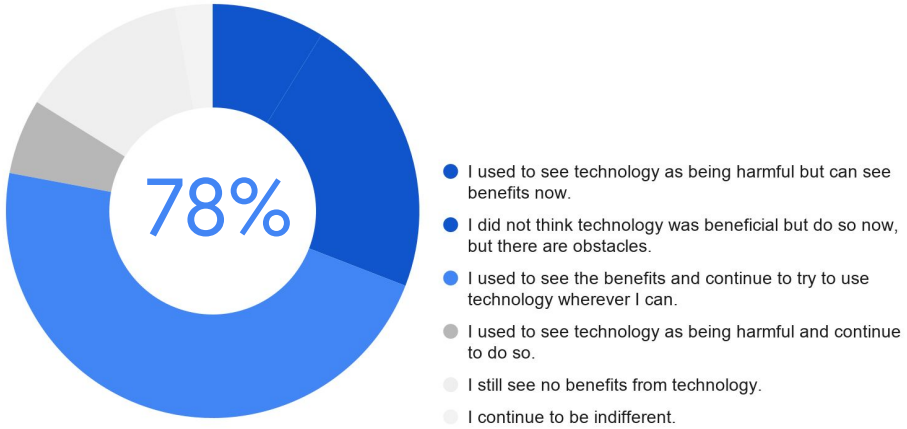


> “[Technologies] makes our instructional preparation more efficient and I was able to do and create resources tailored to what I need”
> **– Teacher, Languages, Grade 7**

> “It's amazing to see the entire class focused and on task.”
> **– Teacher, Sciences, Grade 7**

Q: After the pilot, how do you feel about continuing to use technology in your teaching going forward? (n=11)

The pilot strengthened students' recognition, with 31% more started seeing the benefits of technology in learning

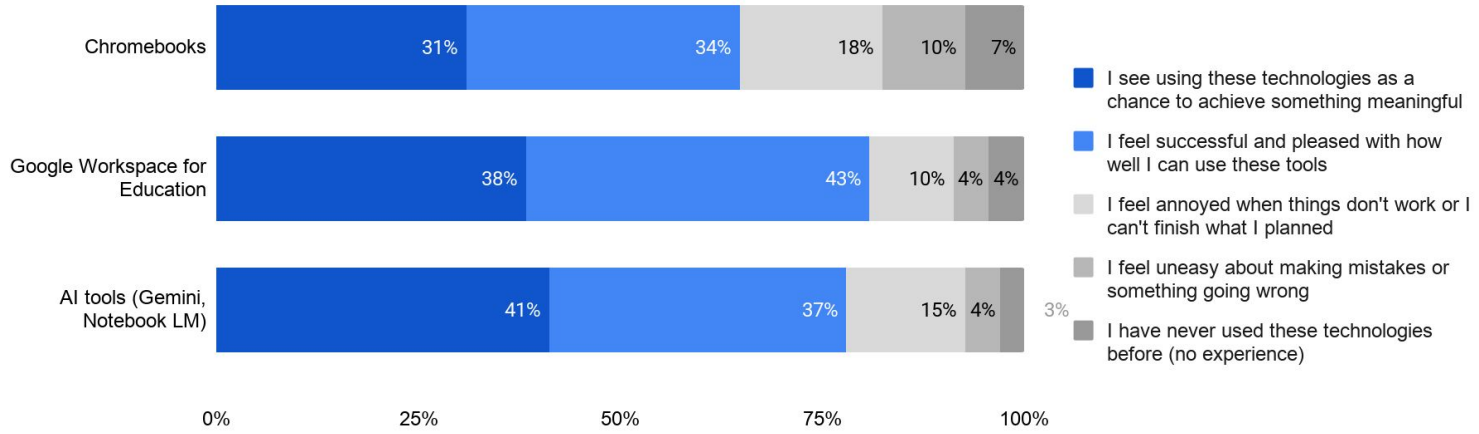


> "The lessons became nicer and better"
> - **Student, Grade 7, Male**

> "It is more enjoyable because [technology] helps me to understand the topic that I don't understand
> - **Student, Grade 7, Male**

Q: Do you face any of the following obstacle(s) in using technology in the classroom? (n pre = 70, n post = 68)

By the end of the pilot, 75% of students had positive emotions about using GWfE and AI tools in their learning



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=68)

Improvements In Student-Centered Teaching, Student Engagement, and Performance

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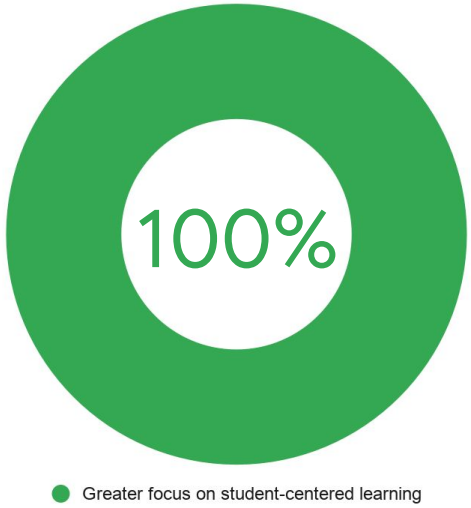
By the end of the pilot, 100% of teachers reported greater student-centered teaching

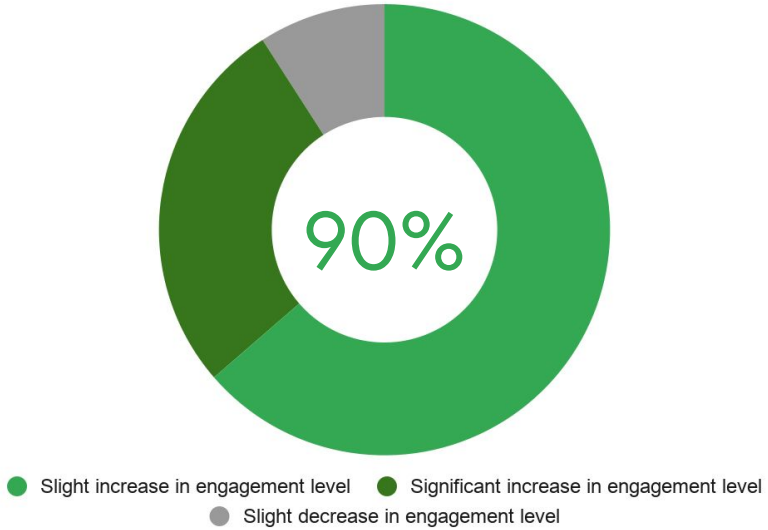


> “Allowing students access the knowledge with clear guidelines and let them share their learnings with peers is now more easier with AI.”
> **– Teacher, Languages & Sciences, Grade 7**

> “The students had more interaction because of the technology provided.”
> **– Teacher, Languages, Grade 7**

Q: To what extent did your focus on student-centered learning change during the pilot? (n=11)

90% of teachers observed increased engagement of students during classroom instruction

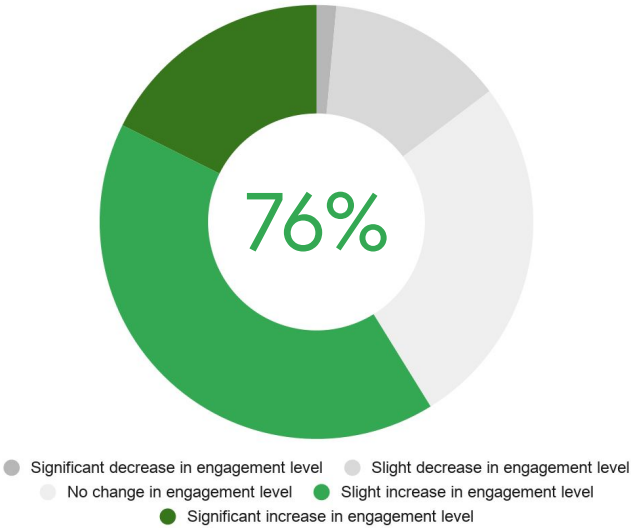


> “Lessons encourage more students participation and independent learning.”
> **– Teacher, Mathematics, Grade 7**

> “The students were able to engage themselves and blend technology with the lessons at hand.”
> **– Teacher, Information Communication Technology, Grade 7**

Q: On a scale of 1-5, how do you think student engagement levels in the classroom changed during the pilot? (n=11)

Student feedback mirrored teachers', with 76% saying they became more engaged in class



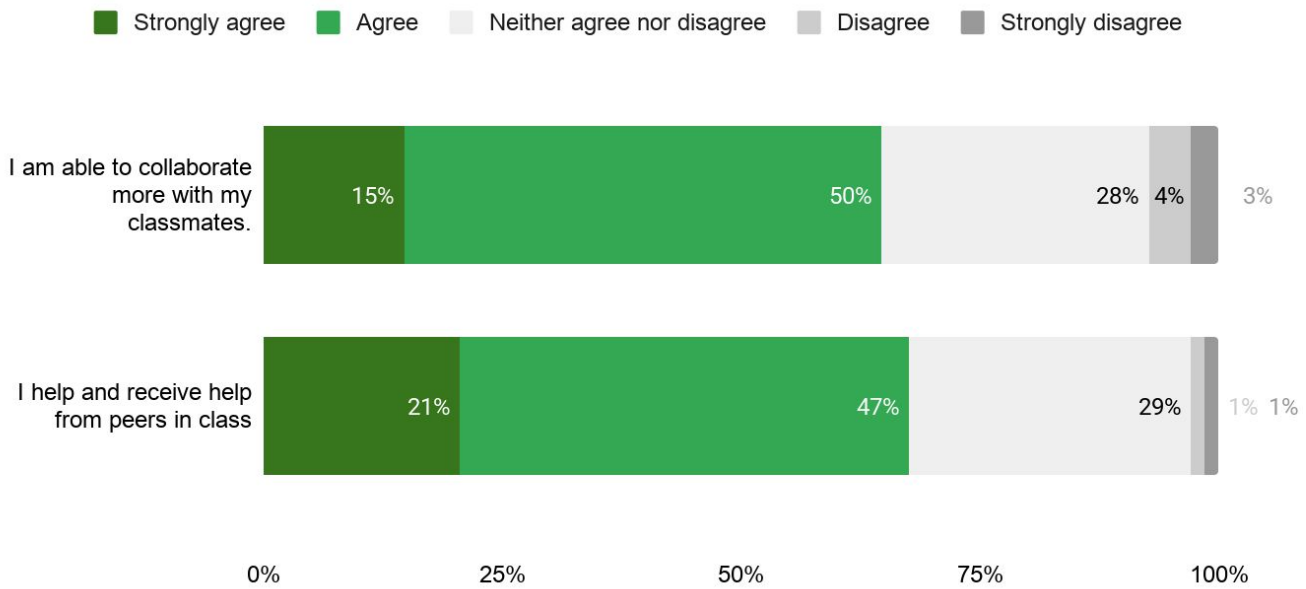
Q: On a scale of 1-5, how engaged are you in class during pilot? (n=68)

> "We have more activities to do and helps us learn more"
>
> **– Student, Male, Grade 7**

> "I get more engaged because we are allowed to use the chromebooks at that time"
>
> **– Student, Male, Grade 7**

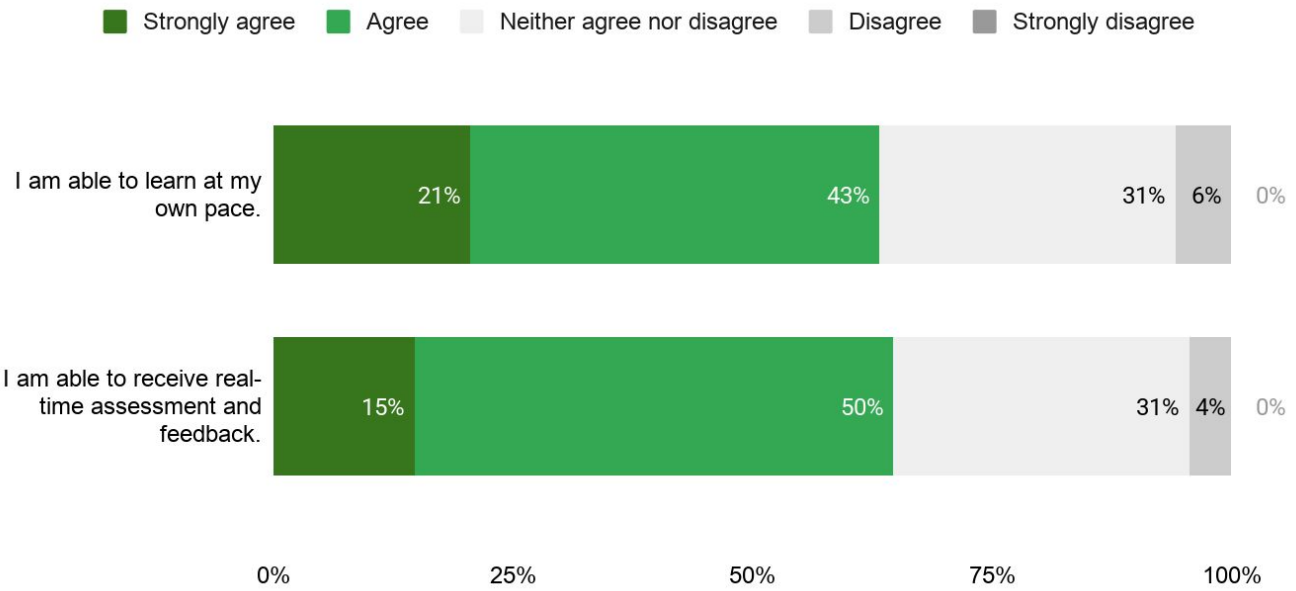
Q: Please explain your choice in a few words (Optional) (n=68)

Almost 70% of students experienced improvements in peer collaboration ...



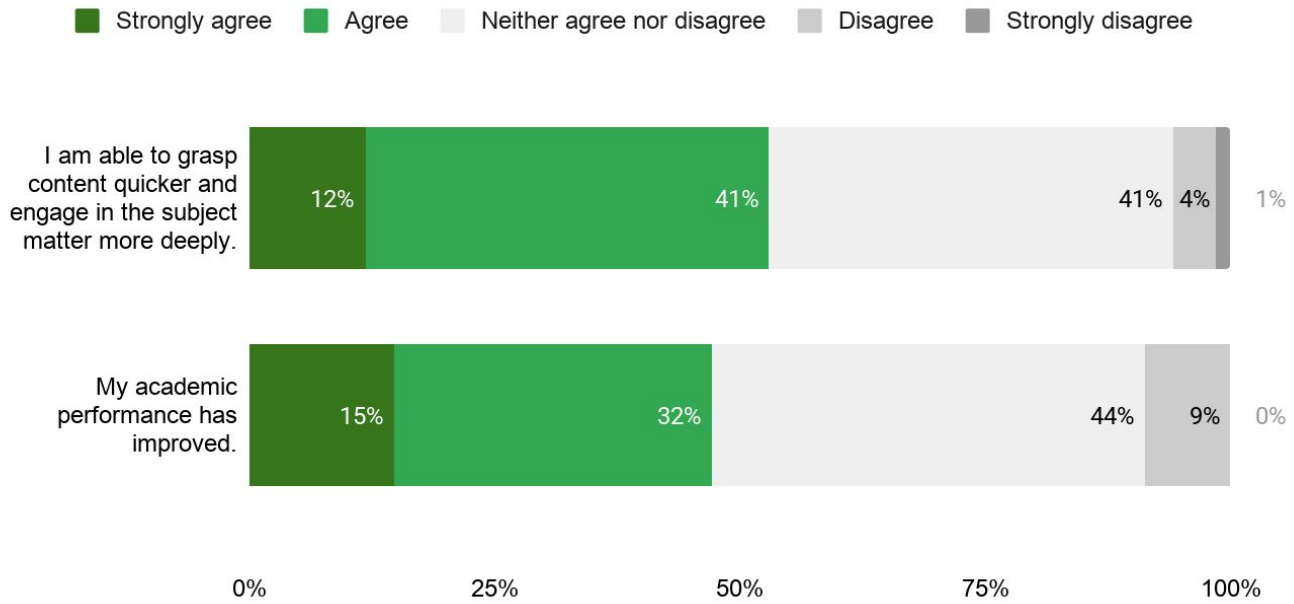
Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=68)

… as well as in receiving real-time feedback and independent learning



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=68)

As a result, around 50% of students achieved better comprehension of class content and academic performance



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=68)

“One moment during the program was when my whole class (including the teacher) had fun together while using the Chromebooks. We didn’t just learn, we had fun , and I really enjoyed it.”

- **Student, Grade 7, Female**

“The most memorable in program is when we were able to use touchscreen on our computers like iPad and laptop in one device. It was able to open more ways of learning.

- **Student, Grade 7, Male**

High Evaluation of Chromebooks and GWfE Tools

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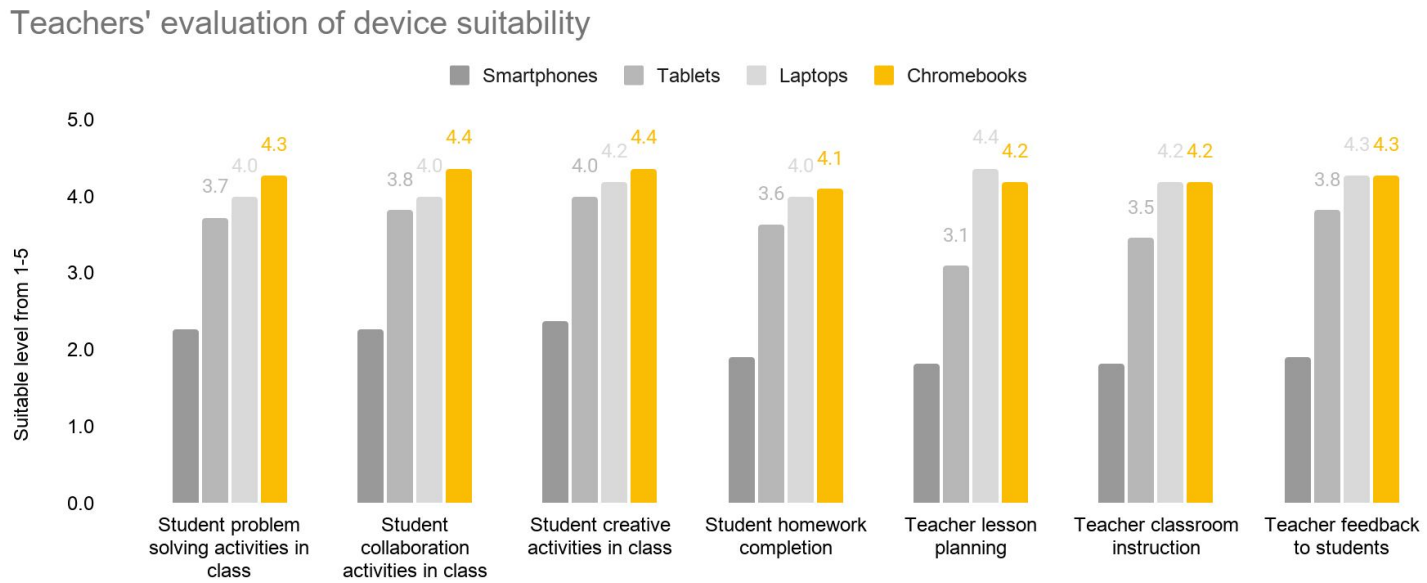
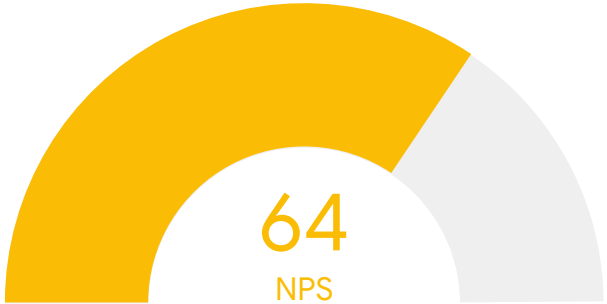
Teacher evaluated Chromebooks as most suitable device for classroom learning across most aspects



Q: Which of the following devices do you consider most suitable for classroom learning? [device] (n = 11)

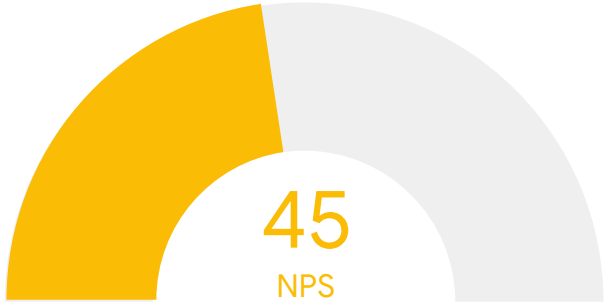
Both GWfE tools and Chromebooks received “Great” NPS score from teachers



GWfE

All in one education workplace. Quick feedback and assessments. Analysis insights for both assignments and Google Classroom visits by students is so useful.

– Teacher, Language, Grade 7



Chromebooks

It helps us feel in control of our class instead of worrying about getting students focused on lessons and tasks.

– Teacher, Social Science, Grade 7

Q: On scale of 1-10, how likely are you to recommend [tool]? (n=11)

(*): NPS = %Promoter - % Detractors
NPS from 30 to 70 is considered “Great”

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Desired Improvements for Better Teaching & Learning Outcomes

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While teachers generally reported positive experiences with Chromebooks and GWfE, they also highlighted several opportunities to further enhance the experience

Optimized Hardware For Better Performance

While 64% of teachers said the Chromebooks work great, some suggested:

- Better battery life
- More storage capacity

AI & Advanced Feature Integration

- Access to Gemini features in more tools, especially Google Sheets
- More advanced support for specific subjects – Mathematics (diagrams, graphs, equations); Chinese language learning.

More Training For Teachers

- Post-session support to help participants continue applying the skills learned during the training.
- Subject-specific demonstrations to make the sessions more relevant and engaging for participants

Q: What would you like to see improved in Google Workspace for Education/ Chromebooks? (n=11)

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Thank you!