**MJP Journal of Education and Teaching Learning**
*Vol.4, No.2 (2026): 1427–1440*
*https://jurnalilmiah.co.id/index.php/MJPJETL*



# Implementation of Administrative Digitisation to Optimise Administrative Service Performance in Support of Quality Education at Darunnajah Modern Islamic Elementary School in Serang

[1)]**Nadya Nadziratul Ula,** [2)]**Erna Kusumawati,** [3)]**Umalihayati**

[1,2,3)] Universitas Bina Bangsa, Indonesia

**Correspondence Author:** ernaku19.uniba@gmail.com

***Article Info***

***Keywords:***
*Administrative Digitalisation, Administrative Service Performance, Quality Learning, Educational Management, Elementary School.*

**ABSTRACT**

This study aims to analyse the implementation of administrative digitalisation in optimising administrative service performance to support quality learning at SD Islam Modern Darunnajah Serang. The study focuses on planning, implementation, monitoring and evaluation, supporting and inhibiting factors, and the impact of administrative digitalisation. This study employed a qualitative descriptive approach. Data were collected through interviews, observations, and document analysis involving the principal, vice principals, head of administration, administrative staff, treasurer, school operator, teachers, and parents. Data were analysed using the Miles, Huberman, and Saldana interactive model, while data validity was ensured through triangulation and member checking. The findings show that administrative digitalisation has been implemented in student, academic, financial, and school data administration, improving the effectiveness and efficiency of administrative services. Supporting factors include leadership commitment, technological facilities, internet access, and collaboration, while inhibiting factors include unequal digital competencies, network disruptions, and the need for continuous training. Overall, administrative digitalisation has enhanced service speed, efficiency, data accuracy, and communication, thereby supporting quality learning.

***Article Info***

***Keywords:***
*Digitalisasi administrasi dan kinerja pelayanan administrasi berpengaruh terhadap manajemen pendidikan dan pembelajaran yang berkualitas di sekolah dasar.*

**ABSTRACT**

Penelitian ini bertujuan untuk menganalisis penerapan digitalisasi administrasi dalam mengoptimalkan kinerja pelayanan administrasi guna mendukung pembelajaran yang berkualitas di SD Islam Modern Darunnajah Serang. Penelitian ini berfokus pada perencanaan, pelaksanaan, pemantauan dan evaluasi, faktor pendukung dan penghambat, serta dampak dari digitalisasi administrasi. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen yang melibatkan kepala sekolah, wakil kepala sekolah, kepala tata usaha, staf administrasi, bendahara, operator sekolah, guru, dan orang tua murid. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana, sedangkan keabsahan data diuji melalui triangulasi dan member checking. Hasil penelitian menunjukkan bahwa digitalisasi administrasi telah diterapkan pada administrasi kesiswaan, akademik, keuangan, dan data sekolah, sehingga meningkatkan efektivitas dan efisiensi pelayanan administrasi. Faktor pendukung meliputi komitmen kepemimpinan, fasilitas teknologi, akses internet, dan kolaborasi, sedangkan faktor penghambat meliputi ketidakmerataan kompetensi digital, gangguan jaringan, serta perlunya pelatihan secara berkelanjutan. Secara keseluruhan, digitalisasi administrasi telah meningkatkan kecepatan pelayanan, efisiensi, akurasi data, dan komunikasi, sehingga mendukung terwujudnya pembelajaran yang berkualitas.

***Article History***

Received : 15/08/2026
Revised : 10/09/2026
Accepted : 21/10/2026

✉ ***Corresponding Author:*** (1) Nadya Nadziratul Ula (2) Departmen, (3) Universitas Bina Bangsa, (4) Indonesia, (5) Email: ernaku19.uniba@gmail.com

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
Copyright © 2026 - [1)] Nadya Nadziratul Ula, [2)] Erna Kusumawati, [3)] Umalihayati

## 1. INTRODUCTION

Advances in information technology have brought about significant changes in various aspects of life, including the field of education. Technological advancements have made it possible for the learning process to extend beyond conventional classrooms and be conducted flexibly through various digital platforms. Information technology serves as a tool that supports the delivery of course material, communication between teachers and students, and the management of educational administration in a more effective and efficient manner. Consequently, the utilisation of information technology has become a key factor in realising an education system that remains relevant to the demands of the modern era

Digital transformation in education continues to advance alongside the increasing use of the internet, computers, and smartphones in school settings. Various learning applications, learning management systems (Learning Management System/LMS), digital libraries, and multimedia-based learning resources have become integral components of the teaching and learning process. According to Rusman et al. (2012) in the book *Information and Communication Technology-Based Learning: Developing Teacher Professionalism*, the integration of information technology into learning can create more engaging learning experiences, increase student participation, and make it easier for teachers to manage the learning process. Therefore, schools are required to optimise the use of technology so that educational activities run more effectively and adapt to the developments of the digital age.

Advances in information technology have also spurred educational innovations focused on the needs of 21st-century students. Teachers are expected to possess digital competencies so they can utilise technology both as a learning medium and as an integrated administrative tool. On the other hand, students are expected to develop digital literacy skills so they can use technology wisely, creatively, and responsibly. According to Bates (2019) in the book Teaching in a Digital Age: Guidelines for Designing Teaching and Learning, the success of technology implementation in education depends not only on the availability of devices but is also influenced by the readiness of human resources, learning strategies, and the support of educational institution policies. Therefore, the development of information technology must be balanced with the enhancement of educators' competencies and the strengthening of the education system so that the benefits of digitisation can be fully realised.

Advances in information technology have transformed the paradigm of administrative management across various organisations, including educational institutions. The digitisation of administration represents a shift from conventional administrative systems toward information technology-based systems capable of integrating various work processes more effectively and efficiently. This transformation is characterised by the use of computers, the internet, cloud computing, and management information systems that support real-time data management. According to (Sari & Munir 2024), the use of digital technology in education aims to enhance the effectiveness of educational delivery while improving the quality of services provided to all stakeholders. In line with this, Laudon & Laudon 2010) state that digital information systems provide strategic value to organisations by delivering accurate, timely information that serves as a basis for decision-making.

Given these developments, the digitisation of administration is no longer merely an innovation but has become a necessity for every educational institution. School administration plays a crucial role in ensuring the smooth operation of all educational processes; therefore, its management must be carried out professionally and systematically. (Mulyasa, 2011) explains that educational administration is a key component of school management that supports the effective and efficient achievement of educational goals. Furthermore, Siagian (2016) emphasises that well-managed administration improves the quality of organisational services, accelerates work processes, and fosters more orderly and accountable governance.

The importance of digitisation in school administration is also evident in its ability to improve the quality of services provided to students, parents, teachers, and other stakeholders. Digital-based administrative systems enable service delivery to be faster, more transparent, more accurate, and easily accessible whenever needed. Data stored in digital systems is also more secure and facilitates monitoring, evaluation, and reporting processes. According to Laudon and Laudon, 2010), organisations that utilise digital information systems are better equipped to improve operational efficiency, service quality, and organisational competitiveness. This view is reinforced by Inayati et al., 2025), who state that digital transformation is a strategic step toward creating modern, adaptive, and user-centred educational services.

The performance of administrative services is closely linked to the quality of learning delivery in schools. An effectively managed school administration is capable of providing various services needed by educators and students, such as academic data management, the provision of class schedules, curriculum administration, the management of facilities and infrastructure, and correspondence services that support the smooth operation of the teaching and learning process. (Mulyasa, 2011) explains that school administration is an integral part of educational management that functions to support the creation of effective learning processes through the systematic management of resources. In line with this view, Sergiovanni et al. 1999) state that the success of the educational process is greatly influenced by the effectiveness of the school's administrative and management systems in providing a conducive learning environment. Thus, the better the performance of school administrative services, the greater the opportunity for high-quality learning.

This relationship is evident in the ability of administrative services to support teachers' professional duties. A well-organised administration enables teachers to quickly access academic information, manage teaching materials more efficiently, and focus on improving the quality of the teaching and learning process without being burdened by complex administrative issues. (Hoy & Miskel, 2013) Explain that school organisations with effective administrative systems foster good coordination, enabling all school components to work productively toward achieving educational goals. Meanwhile, according to a book review of Tony Bush's Theories of Educational Management and Leadership conducted by (Ghasemy & Hussin, 2021), it is emphasised that the effectiveness of educational management—including school administration—is one of the key indicators in improving the quality of learning and student learning outcomes. Therefore, administrative services do not

merely function as supportive activities but serve as strategic factors that determine the success of educational delivery.

Effectiveness, efficiency, and timeliness of services are key indicators in assessing the quality of school administration. Effective administration is capable of achieving organisational goals in accordance with established plans, while efficient administration emphasises the optimal use of resources without compromising service quality. Timeliness of service relates to a school's ability to provide information and services quickly, accurately, and in line with the needs of service users. According to Mutiarni et al., 2024), an integrated information system can enhance organisational effectiveness by providing accurate and timely information to support decision-making. In line with this, (Sutabri, 2022) explains that a management information system functions to generate relevant, accurate, and reliable information, thereby improving the quality of an organization's services. Research findings indicate that the digitisation of administrative processes can accelerate administrative procedures, improve data accuracy, and reduce recording errors in school management.

Although it offers various benefits, the implementation of administrative digitisation in schools still faces a number of challenges. One of the main challenges is human resource readiness, particularly the digital competencies of teaching and non-teaching staff in operating information systems. In addition, limitations in technological infrastructure, internet connection quality, device availability, and budgetary support also influence the success of administrative digitisation implementation. (Bates, 2019) explains that the success of digital transformation depends not only on the technology used but is also influenced by organisational readiness, leadership, work culture, and user competencies.

This view is reinforced by Inayati et al., 2025), who state that digital transformation in education requires a shift in mindset, improved digital literacy, and the development of human resource competencies so that technology can be utilised optimally. The results of the literature review indicate that digital leadership, human resource training, and policy support are key factors in the successful implementation of school administrative digitisation.

SD Islam Modern Darunnajah Serang is an Islamic elementary school committed to improving the quality of education through professional, innovative school management grounded in Islamic values. In realising its vision to produce students who excel academically, religiously, and in character, the school continues to undertake various development efforts, whether in the areas of learning, human resources, facilities and infrastructure, or administrative management. In line with advancements in information technology and the demands of digital transformation in education, Darunnajah Serang Modern Islamic Elementary School has begun implementing administrative digitisation across various school services, such as student data management, academic administration, communication with parents, school documentation, and several other administrative processes. The implementation of administrative digitisation is expected to enhance the effectiveness, efficiency, accuracy, and quality of administrative services, thereby providing optimal support for the delivery of high-quality learning. However, based on preliminary observations conducted from May 1 to May 8, 2026, the implementation of administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang still faces several challenges. The use of digital systems has not yet been fully integrated across all administrative areas, so some data management and administrative service processes are still carried out manually or using standalone applications. This situation has the potential to cause data duplication, slow down service processes, and reduce the effectiveness of coordination between departments. Additionally, the optimisation of technology utilisation is still influenced by the readiness of human resources, the availability of infrastructure, and the continuous development of information systems.

## 2. METHOD

This study employs a qualitative research method with a descriptive approach. The qualitative method was chosen because it aims to gain an in-depth understanding of phenomena occurring in their natural context through the collection of data in the form of words, actions, behaviours, documents, and various information obtained from research informants. This approach allows the researcher to obtain a comprehensive picture of the implementation of administrative digitisation as an effort to optimise the performance of administrative services to support quality learning at SD Islam Modern Darunnajah Serang. Thus, the study focuses not only on the final results but also on the implementation process, interactions among implementers, and the factors that influence the success of administrative digitisation at the school.

This study employed a descriptive qualitative research design to examine the implementation of administrative digitalisation at SD Islam Modern Darunnajah Serang. This approach was selected to obtain an in-depth understanding of the implementation process, the roles of school personnel, the factors supporting and hindering digitalisation, and its contribution to administrative service performance. The study focused on administrative activities in student affairs, academic administration, human resources, financial administration, facilities and infrastructure, and school information services.

**Research Setting and Informants**

The research was conducted at SD Islam Modern Darunnajah Serang, Indonesia, during [insert the actual data-collection period]. The informants consisted of [insert the total number] individuals who were directly involved in or familiar with the implementation of administrative digitalisation. They included [insert the actual roles and number of participants, such as the principal, administrative staff, teachers, and personnel responsible for information systems]. Informants were selected purposively based on the following criteria: (1) direct involvement in school administration or the use and management of digital administrative systems; (2) sufficient experience or knowledge of the digitalisation process; and (3) willingness to participate in the study. These criteria were intended to ensure that the information obtained was relevant to the research objectives. The final number and roles of informants should reflect the participants who actually took part in the research.

**Data Collection Procedures**

Data were collected through [specify the methods actually used: semi-structured interviews, observations, and document analysis]. Interviews were conducted with selected informants to explore the types of digital systems used, changes in administrative procedures, perceived effects on

service efficiency and accuracy, implementation challenges, and the support provided by school leadership. The interviews followed a set of guiding questions, with follow-up questions used to clarify participants' responses and obtain relevant examples. The interviews took place [specify the setting or mode] and lasted approximately [insert the actual duration]. Interview notes or recordings were prepared and transcribed [describe the actual procedure].

Observations were conducted in [specify the administrative units or activities observed] to examine how digital systems were used in daily administrative work. The observation process focused on [specify the actual aspects observed, such as data entry, document processing, information retrieval, coordination, or reporting]. Observations were recorded in field notes, including descriptions of relevant activities and events. Only activities that were actually observed should be reported in this section.

Document analysis was used to examine records relevant to administrative digitalisation, including [list the actual documents examined, such as administrative forms, digital reports, school data records, standard operating procedures, meeting minutes, or relevant policies]. The documents were reviewed to identify evidence concerning the implementation of digital systems, administrative procedures, monitoring practices, and reported challenges. Confidential information and personal data were handled in accordance with applicable ethical considerations.

**Data Analysis**

The data were analysed using an interactive qualitative analysis process adapted from Miles, Huberman, and Saldaña. The analysis involved four interconnected activities. First, data condensation was undertaken by selecting, organising, and summarising relevant interview transcripts, observation notes, and documents according to the research questions. Second, the data were organised and displayed in descriptive summaries or thematic matrices to facilitate comparisons across informants and data sources. Third, conclusions were drawn by identifying recurring patterns related to the implementation of administrative digitalisation, its supporting and inhibiting factors, and its perceived contribution to administrative services. Fourth, the conclusions were verified by checking the consistency of interpretations against the available data and examining evidence that supported or contradicted emerging findings. The actual coding and categorisation procedures should be described in accordance with the analysis that was performed.

**Data Credibility and Adequacy**

The credibility of the findings was addressed through [specify the procedures actually used, such as triangulation across interviews, observations, and documents; comparison of accounts from different informants; or member checking]. Where multiple data sources were available, the information was compared to identify consistencies, differences, and areas requiring further clarification. Data adequacy was determined by assessing whether the collected information sufficiently addressed the research questions and provided detailed evidence for the main themes. If additional data were collected until no substantially new information emerged, this process may be described as reaching thematic saturation; however, this term should only be used if it accurately reflects the research procedure. The analysis and reporting were based on the evidence obtained from the actual participants and records rather than on assumptions about the effectiveness of digitalisation.

## 3. RESULTS AND DISCUSSION

The general overview of the research subject aims to provide a description of the objective conditions of the research site as context for understanding the research findings. This study was conducted at Darunnajah Serang Modern Islamic Elementary School, located in Serang City, Banten Province. This school is a primary education institution under the auspices of the Darunnajah Foundation and provides education that integrates the national curriculum with Islamic education. As a modern Islamic school, Darunnajah Modern Islamic Elementary School in Serang continuously strives to improve the quality of its educational services through the development of school management systems, including the implementation of administrative digitisation as part of efforts to enhance the quality of administrative and learning services.

**Evidence-Based Presentation of the Findings**

To strengthen the credibility and traceability of the findings, the implementation of administrative digitalisation was examined through evidence from interviews, observations, and documentary records. The evidence was organised around the principal themes emerging from the study: the implementation of digital administrative systems, changes in administrative service performance, monitoring and evaluation, and the factors supporting or hindering implementation. For each theme, evidence from different sources was compared to identify convergence, divergence, and issues requiring further clarification.

**1. Implementation of Digital Administrative Systems**

The findings indicate that administrative digitalisation at SD Islam Modern Darunnajah Serang has been implemented across several administrative areas, including student affairs, academic administration, financial administration, and school data management. However, the systems have not yet been fully integrated into a single platform.

An interview with [participant role and code] indicated that [insert the participant's actual statement about the digital applications used and the administrative tasks supported]. This account was compared with the observation conducted on [actual date], during which the researcher observed [describe the specific administrative activity, system used, and whether manual procedures were also involved]. Documentary evidence from [actual document title and date] showed that [describe the relevant information recorded in the document].

These sources [converged/partially converged/diverged] regarding the extent of digitalisation. Specifically, [explain which aspects were confirmed by all sources and which aspects differed]. The evidence therefore suggests that digitalisation has been implemented in several administrative functions, while full system integration remains [describe the conclusion supported by the evidence].

**2. Administrative Service Performance**

The study reports that digitalisation has the potential to facilitate data processing, reporting, and the provision of administrative information. To substantiate this finding, an interview with [participant role and code] stated that "[insert an exact, verified quotation about a change in administrative service]." During the observation on [actual date], the researcher recorded [describe the observed service process, including the task, sequence, and any observable change in processing]. The relevant documentary evidence consisted of

[actual report, administrative record, or other document], which indicated [state the specific evidence].

A comparison of these sources showed that [explain whether the participant's account was consistent with the observed process and documentary record]. If the evidence only demonstrates that digital applications are being used, the finding should be limited to that conclusion. Claims that services have become faster or more accurate should be retained only when supported by specific evidence, such as documented processing times, corrected records, or corroborated accounts describing identifiable changes.

**3. Monitoring and Evaluation**

The article reports that monitoring is conducted through direct supervision and periodic coordination meetings. To establish an evidence chain for this finding, an interview with [participant role and code] described [insert the verified account of monitoring practices]. The observation conducted on [actual date] recorded [describe a meeting or monitoring activity only if directly observed]. In addition, [actual meeting minutes, monitoring report, or evaluation document] documented [identify the relevant evidence, such as issues discussed, follow-up actions, or assigned responsibilities].

The three sources [converged/partially converged/diverged] in describing the monitoring process. In particular, [explain which elements were corroborated and which could not be verified]. The findings support a conclusion about monitoring practices to the extent that these activities are evidenced by the collected data. The effectiveness of monitoring should be assessed separately using evidence of follow-up actions or documented improvements rather than inferred solely from the existence of meetings.

**4. Supporting and Inhibiting Factors**

The findings identify leadership commitment, technological resources, internet access, and collaboration as supporting factors, while differences in digital competence, network disruptions, and the need for further training are reported as challenges.

An interview with [participant role and code] identified [insert an exact quotation or accurate paraphrase concerning a supporting factor or challenge]. The corresponding observation on [actual date] recorded [describe the specific event or condition observed]. Documentary evidence from [actual training record, equipment inventory, technical report, meeting minutes, or another document actually examined] showed [describe the relevant evidence].

Comparison across these sources revealed [describe convergence or divergence]. For example, a participant's report of a network disruption should be corroborated by an observation or technical record if such evidence is available. If no corroborating record exists, the finding should be reported explicitly as the participant's account rather than as an independently verified occurrence.

Overall, the comparison of interview, observation, and documentary evidence provides a basis for determining which aspects of administrative digitalisation are corroborated, which remain dependent on individual accounts, and which require additional evidence. This distinction is important to ensure that the conclusions about administrative service performance remain proportionate to the evidence collected.

In terms of planning, the school has demonstrated a commitment to developing administrative digitisation as part of its efforts to improve the quality of administrative services. This planning is realised through the development of work programs, the provision of supporting facilities and infrastructure, and the expansion of digital application use across various administrative fields. However, the implementation of these plans has not yet been optimal due to limitations in human resources and the school's budget.

In terms of implementation, the research findings indicate that administrative digitisation has been applied in several areas, such as student affairs, academic administration, financial administration, and school data management. The use of digital applications has helped improve work efficiency, accelerate data management processes, and simplify the preparation of administrative reports. However, the digitisation of archives and the integration of all administrative services are still being carried out gradually, so not all administrative systems are yet connected within a single integrated platform. In terms of monitoring and evaluation, the school has conducted regular oversight through weekly coordination meetings led by the principal together with relevant work units. Monitoring and evaluation are carried out to assess the progress of administrative digitisation, identify emerging challenges, and develop corrective measures as part of a continuous quality improvement process.

The research findings also highlight several supporting factors, including the principal's commitment, support from the school foundation, availability of technological devices, internet access, and effective collaboration among work units. On the other hand, there are several inhibiting factors, including uneven digital proficiency among human resources, internet disruptions, the lack of integration of all administrative services into a single system, and the need for ongoing training in the use of applications.

The implementation of administrative digitisation at SD Islam Modern Darunnajah Serang was reported by stakeholders to have contributed to improvements in administrative service performance, particularly in terms of service efficiency, information retrieval, data management, and communication. Digital applications were perceived as helpful in facilitating access to administrative information and supporting the processing and storage of school data.

However, these findings should be interpreted as stakeholder-reported improvements rather than objectively verified impacts. The available evidence does not include systematic comparative records of service completion times or administrative error rates before and after digitisation. Therefore, it is not possible to establish quantitatively whether administrative services became faster or whether data accuracy improved as a direct result of the implementation.

The findings suggest that administrative digitisation may support teachers' instructional activities by facilitating access to academic information and administrative services. However, the available evidence does not include sufficiently specific teacher accounts or classroom observations demonstrating that digitisation has reduced teachers' administrative workload or changed their instructional practices. Therefore, the possibility that digital systems allow teachers to devote more time to lesson preparation, assessment, or student mentoring should be interpreted as a perceived or potential contribution, not as an established outcome. Direct teacher accounts and observations, alongside comparative evidence on time spent on administrative tasks before and after digitisation, would be needed to substantiate

this relationship.

Administrative digitisation was perceived as potentially supporting teachers' instructional activities by facilitating administrative processes and access to school-related information. By helping to manage administrative tasks, digital systems may reduce some of the difficulties associated with handling school records and administrative documentation. However, the extent to which these changes enabled teachers to devote more time to teaching cannot be conclusively established from the available evidence.

The study did not include systematic comparative measurements of teachers' administrative workload before and after digitisation, nor did it establish documented changes in instructional time or classroom practices attributable to the use of digital administrative systems. Consequently, the relationship between administrative digitisation and teachers' ability to focus more on teaching should be understood as a perceived potential contribution rather than a verified outcome.

Further evidence, including teachers' direct accounts, classroom observations, and comparisons of time spent on administrative tasks before and after digitisation, would be needed to substantiate this claim. Such evidence could clarify whether digitisation has reduced teachers' administrative burden and whether any reduction has translated into meaningful changes in instructional practice.When linked to George C. Edward III's theory of policy implementation, the research findings indicate that the implementation of administrative digitisation is influenced by four main variables. The communication aspect is reflected in effective coordination among all work units and the dissemination of information via digital media. The resource aspect is evident in the availability of technological devices, although the digital competencies of human resources still need to be improved. The disposition aspect is demonstrated through school leadership's commitment to driving digital transformation. In contrast, the bureaucratic structure aspect is evident in the clear division of tasks, although the integration of administrative systems still requires refinement. Furthermore, the findings of this study also support the concept of Total Quality Management (TQM), which emphasises the importance of continuous improvement in enhancing organisational quality. Administrative digitisation is a form of school management innovation capable of enhancing the effectiveness of administrative services while supporting the creation of quality learning. Therefore, the implementation of administrative digitisation serves not only as a technological change but also as a management strategy to improve the quality of educational services continuously.

The research findings indicate that Darunnajah Modern Islamic Elementary School in Serang has already established a plan to implement administrative digitisation as one of its strategies for improving the quality of school administrative services. These plans are realised through the development of work programs, the use of digital applications in several administrative areas, the provision of technological devices, and the formulation of implementation stages tailored to the school's needs. However, the implementation of these plans has not yet been fully optimised due to limitations in human resource competencies and budget constraints.

These findings align with George C. Edward III's theory of policy implementation, which states that the success of a policy's implementation is influenced by four main variables: communication, resources, disposition, and bureaucratic structure. During the planning phase for administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang, the communication aspect was evident in the coordination among the principal, the foundation, and all work units in formulating the direction for administrative digitisation. Regarding resources, the school has made efforts to provide technological devices to support implementation, although the digital competencies of its staff and budget constraints remain obstacles. Meanwhile, the disposition aspect is reflected in the principal's commitment and the foundation's support in driving digital transformation as part of improving the quality of administrative services.

In addition to aligning with implementation theory, the findings of this study also support the concept of Total Quality Management (TQM) proposed by Edward Sallis. TQM emphasises that organisational quality improvement is achieved through systematic planning, the involvement of all organisational elements, and continuous improvement.

In this study, the planning for administrative digitisation is not only aimed at replacing manual systems with digital ones but is also directed toward improving the effectiveness of administrative services so that they can provide faster, more accurate, and more efficient services to all users of educational services. This indicates that planning for administrative digitisation is part of a strategy for the continuous improvement of school quality. The findings of this study are also consistent with various previous studies that concluded that the success of administrative digitisation implementation is greatly influenced by the quality of planning carried out by schools. Previous studies have shown that digital transformation will be more effective if supported by leadership commitment, human resource readiness, the availability of infrastructure, and clear and sustainable planning. Conversely, limited digital competencies among teaching and non-teaching staff, as well as budget constraints, often pose major obstacles in the process of implementing administrative digitisation. Based on this analysis, the researcher concluded that the success of administrative digitisation planning at Darunnajah Modern Islamic Elementary School in Serang is determined not only by the availability of technology but also by the organization's readiness to manage change. The commitment of school leadership, coordination among work units, and support from the foundation serve as key assets in driving the implementation of administrative digitisation. However, enhancing the digital competencies of human resources through ongoing training and the provision of adequate funding remain necessary to ensure that all administrative digitisation plans can be optimally implemented and contribute more significantly to improving the performance of administrative services and quality learning. The research findings indicate that the implementation of administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang has been applied across various areas of school administration, including student affairs, academic administration, financial administration, and school data management. The school has also utilised various digital applications to support administrative processes, making data management faster, more accurate, and more accessible. In addition, the digitisation of archives has begun to be carried out gradually as part of the school's administrative transformation from a manual system to a digital one.

However, the implementation of administrative digitisation is not yet fully optimal because some administrative functions have not yet been integrated into a single information system, meaning that some administrative tasks are still performed manually. These findings indicate that the implementation of administrative digitisation has brought about changes in the school's administrative workflows. The use of information technology not only simplifies data storage and processing but also enhances the efficiency of administrative reporting and accelerates services for teachers, students, and parents. Thus, the implementation of administrative digitisation has contributed to improving the effectiveness of school administrative management. When viewed through the lens of George C. Edward III's policy implementation theory, the implementation of administrative digitisation at SD Islam Modern Darunnajah Serang has fulfilled the four main variables of policy implementation. In terms of communication, the implementation of digitisation is supported by effective coordination among the principal, school administrators, administrative staff, and other departments, ensuring that digital applications are utilised in accordance with each party's respective responsibilities. In terms of resources, the school has provided computers, laptops, an internet connection, and administrative applications to support implementation.

However, the limited digital competencies of some teaching and non-teaching staff, as well as the lack of full integration across all administrative systems, remain obstacles that affect the effectiveness of implementation. In terms of disposition, the commitment of school principals and the readiness of administrative staff to embrace change demonstrate support for the implementation of administrative digitisation. Meanwhile, the aspect of bureaucratic structure is reflected in the clear division of tasks among each work unit, ensuring that digital administration can proceed in accordance with their respective functions.

The findings of this study are also consistent with the concept of Total Quality Management (TQM) proposed by Edward Sallis, which emphasises the importance of involving all elements of the organisation in creating a culture of quality through the process of continuous improvement. The implementation of administrative digitisation at SD Islam Modern Darunnajah Serang is a form of management innovation aimed at improving the effectiveness, efficiency, and quality of administrative services. The use of digital applications allows administrative processes to be carried out more systematically, reduces errors in data management, and speeds up the provision of information to the entire school community. This demonstrates that administrative digitisation is one of the school's strategies to support the continuous improvement of educational quality.

The results of this study are also consistent with various previous studies that indicate that the implementation of administrative digitisation can improve the efficiency of administrative work, accelerate data management, enhance the accuracy of information, and support more effective decision-making. Previous research also explains that the success of administrative digitisation implementation is greatly influenced by human resource readiness, the availability of technological infrastructure, school policy support, and the organization's ability to manage change. On the other hand, the lack of integration among all administrative systems and the low digital competence of some users remain common challenges in implementing digitisation within educational settings.

Based on these findings, the researcher concludes that the implementation of administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang has shown positive progress. The use of digital technology across various administrative areas has improved work efficiency, accelerated service processes, and resulted in more accurate data management. However, this implementation still requires further development, particularly in integrating all administrative services into a single, unified information system and in enhancing the digital competencies of all teaching and non-teaching staff through ongoing training. Thus, the implementation of administrative digitisation is not only an innovation in school administration but also a crucial foundation for delivering high-quality administrative services and supporting the achievement of quality learning.

The research findings indicate that Darunnajah Modern Islamic Elementary School in Serang has been conducting periodic monitoring and evaluation of the implementation of administrative digitisation. Monitoring is carried out by the principal through direct supervision of administrative operations in each work unit. At the same time, evaluation is conducted through weekly coordination meetings involving the vice principal, administrative staff, school operators, and relevant work units. These activities aim to track progress in the implementation of administrative digitisation, identify various obstacles that arise, and formulate improvement measures to ensure that the implementation of administrative digitisation proceeds in accordance with established objectives.

The findings indicate that monitoring and evaluation serve not only as oversight activities but also as a means of quality control in the implementation of administrative digitisation. Monitoring results are utilised as a basis for refining the administrative system, enhancing coordination among work units, and addressing various challenges still encountered during the implementation process. Thus, monitoring and evaluation play a crucial role in ensuring the sustainability of digital transformation within the school environment.

When viewed through the lens of George C. Edward III's policy implementation theory, the monitoring and evaluation conducted at SD Islam Modern Darunnajah Serang reflect the presence of four policy implementation variables. In the communication aspect, regular coordination meetings serve as a medium for conveying information, aligning perspectives, and resolving various issues that arise during the implementation of administrative digitisation.

In the (resources) aspect, monitoring is carried out by utilising the human resources responsible for each work unit so that the evaluation process can be conducted objectively. In the (disposition) aspect, the commitment of the principal and all educational staff is evident in their consistency in conducting supervision and following up on evaluation results. Meanwhile, the aspect of bureaucratic structure is evident through the existence of monitoring and evaluation mechanisms carried out in a structured manner in accordance with the duties and responsibilities of each work unit.

The findings of this study are also consistent with the concept of Total Quality Management (TQM) proposed by Edward Sallis, namely that organizational quality improvement requires a process of continuous evaluation

(continuous improvement). In the TQM concept, evaluation is part of the quality improvement cycle aimed at ensuring that every program operates in accordance with established standards. The periodic monitoring and evaluation conducted at SD Islam Modern Darunnajah Serang demonstrate a culture of quality oriented toward continuous improvement through problem identification, feedback provision, and the development of strategies to refine the implementation of administrative digitisation.

The findings of this study are also supported by various previous studies stating that monitoring and evaluation are critical factors in the successful implementation of administrative digitisation in educational institutions. Previous research has shown that routine evaluations can enhance the effectiveness of program implementation, accelerate the resolution of obstacles, and serve as a basis for decision-making regarding the development of digital-based administrative systems. Furthermore, the involvement of school leadership in the monitoring process has been shown to have a positive impact on the consistency of the digitalisation program's implementation.

Monitoring of administrative digitisation at SD Islam Modern Darunnajah Serang was reported to take place through the principal's direct supervision and routine coordination meetings. These activities indicate that the school has established ongoing practices for monitoring the implementation of digital administrative systems.

However, the existence of routine monitoring does not, by itself, demonstrate that the monitoring and evaluation process is fully effective. The available evidence does not establish a clearly defined set of measurable evaluation criteria, systematic performance indicators, or documented comparisons that would allow the effectiveness of the process to be assessed comprehensively. Therefore, the findings support the conclusion that routine monitoring is in place, while the evaluative framework requires further development.

To strengthen the evaluation process, the school could establish measurable indicators related to administrative service completion time, data-entry accuracy, system accessibility, frequency of technical problems, and user satisfaction. Recording these indicators systematically and reviewing them periodically would provide a clearer basis for assessing progress, identifying implementation challenges, and determining whether administrative digitisation achieves its intended objectives.The research findings indicate that the implementation of administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang is influenced by various supporting and hindering factors. Supporting factors include the principal's commitment, support from the foundation, the availability of technological devices, internet connectivity, and effective collaboration among work units. These factors serve as crucial assets in driving the transformation of administrative processes from manual to digital systems. On the other hand, the study also identified several inhibiting factors, namely uneven digital competencies among staff, internet connection disruptions, the lack of integration of all administrative services into a single information system, and the need for ongoing training in application use.

The presence of these supporting factors indicates that the implementation of administrative digitisation does not solely depend on the availability of technology but is also influenced by organisational support and the commitment of the entire school community. The principal's leadership plays a role in guiding administrative digitisation policies, while the foundation provides support for facility provision and program development. Furthermore, effective coordination among work units facilitates the implementation process, enabling each department to perform its duties more effectively. When linked to George C. Edward III's policy implementation theory, the supporting and hindering factors identified in this study show a close relationship with the four variables of policy implementation. In the aspect of communication, cooperation and coordination among work units serve as factors supporting successful implementation because they enable the effective dissemination of information and resolution of problems.

In the aspect of resources (resources), the availability of technological devices, internet connectivity, and budgetary support are crucial assets in the implementation of administrative digitisation. Conversely, limitations in human resources' digital competencies and internet connectivity disruptions are barriers indicating that the resource aspect has not yet been optimised. In the disposition aspect (disposition), the commitment of school principals and support from the foundation reflect a positive attitude toward the implementation of administrative digitisation. As for the bureaucratic structure aspect (bureaucratic structure), the lack of integration among all administrative services indicates that systems and work mechanisms still require refinement so that the implementation of digital administration can proceed more effectively.

The findings of this study are also consistent with the concept of Total Quality Management (TQM), which emphasises that the success of quality improvement is influenced by the involvement of all organizational components, strong leadership, good resource management, and a culture of continuous improvement. In the context of this study, the commitment of school leadership and the cooperation of all work units represent forms of organisational involvement in supporting quality improvement through administrative digitisation. On the other hand, the obstacles still identified serve as a basis for schools to continuously evaluate and refine their systems so that the quality of administrative services can continue to improve.

The results of this study are also consistent with various previous studies indicating that the successful implementation of administrative digitisation in educational institutions is influenced by leadership support, human resource readiness, technological infrastructure, and an organisational culture that is adaptable to change. Previous research has also shown that low digital literacy, limited technological facilities, and the lack of integrated information systems are common obstacles faced in the digital transformation process at schools. Therefore, strengthening digital competencies through ongoing training is one of the recommended strategies for improving the effectiveness of administrative digitisation implementation.

Based on these findings, the researcher concluded that the success of administrative digitisation at SD Islam Modern Darunnajah Serang is influenced by a balance between supporting factors and the school's ability to overcome various existing obstacles. Leadership commitment, support from the foundation, and the availability of technological resources are the primary drivers of school administrative transformation. However, improving the digital competencies of human

resources, strengthening internet network infrastructure, integrating administrative systems, and conducting ongoing training must be prioritised so that the implementation of administrative digitisation can proceed more optimally and provide greater benefits for improving the quality of school administrative services.

The assessment of administrative digitisation at SD Islam Modern Darunnajah Serang needs to consider the perspectives of different stakeholder groups, including school leaders, administrative implementers, teachers, and service users. These groups may evaluate service performance according to different responsibilities and experiences. School leaders may focus on administrative coordination and oversight, administrative staff on the practical processing and management of records, teachers on the accessibility and timeliness of administrative support, and service users on the clarity and responsiveness of the services they receive.

To avoid treating these perspectives as interchangeable, the reported improvements in service speed, data accuracy, and communication should be examined separately for each stakeholder group. For service speed, the analysis should identify whether respondents described faster processing, easier access to information, or fewer administrative steps. For data accuracy, it should distinguish perceptions of improved data management from evidence of verified reductions in errors. For communication, it should examine whether digital tools were reported to facilitate information sharing, coordination, or responses to administrative requests.

The available evidence presented in this study does not yet establish the extent to which the four stakeholder groups agreed or differed on these outcomes. Therefore, a definitive claim of shared improvement across all groups would be premature without a systematic comparison of their interview accounts and supporting records. The findings should be reported as stakeholder-specific perceptions, with areas of convergence and divergence identified only where supported by the collected data.

A role-based analysis would provide a more nuanced understanding of administrative digitisation by showing whether perceived benefits are shared across the school community or concentrated among particular groups. It would also help identify differences between managerial assessments of implementation and the experiences of those who carry out administrative tasks or receive administrative services.Research findings indicate that the use of digital applications has reduced administrative processes that were previously carried out manually. The management of student data, financial administration, report preparation, and document retrieval can now be completed in a shorter time, thereby lightening the workload of administrative staff. This efficiency enables administrative staff to provide faster service to teachers, students, and parents without compromising the quality of service delivered.

When linked to George C. Edward III's theory of policy implementation, the positive impact on administrative service performance indicates that the implementation of the administrative digitisation policy has been effective. In terms of communication, the use of digital media facilitates the dissemination of administrative information, making coordination between work units and communication with service users faster and more accurate. In terms of resources, the use of technological devices and administrative applications has supported increased efficiency in administrative services. The disposition aspect is reflected in the willingness of administrative staff and teachers to utilise digital systems to provide better service to service users. As for the bureaucratic structure aspect, it is evident from the clear division of tasks, allowing administrative service processes to proceed in a more systematic and organised manner.

The findings of this study are also consistent with the concept of Total Quality Management (TQM) proposed by Edward Sallis. From a TQM perspective, service quality is one of the key indicators of an organization's success in meeting customer needs. The administrative digitisation implemented at Darunnajah Modern Islamic Elementary School in Serang demonstrates efforts to improve service quality through the simplification of administrative processes, increased data accuracy, and faster service delivery to all users of educational services. These conditions reflect the principle of customer focus—providing more effective and efficient services to both internal and external school customers—as well as the principle of continuous improvement through the ongoing refinement of administrative systems.

The findings of this study are also supported by various previous studies indicating that the implementation of administrative digitisation can improve the effectiveness and efficiency of administrative services in educational institutions across various regions. Previous research has shown that the use of information technology can accelerate data management, improve the accuracy of information, reduce administrative errors, and consistently enhance the quality of service for all service users. Furthermore, the digitisation of administration also facilitates the storage and retrieval of records, thereby supporting more professional and reliable administrative management by the school.

Based on these findings, the researcher concluded that the implementation of administrative digitisation at SD Islam Modern Darunnajah Serang has made a tangible contribution to improving the performance of administrative services. Service speed, workflow efficiency, data management accuracy, ease of archiving, and communication effectiveness demonstrate that digital transformation has improved the quality of the school's administrative services. Nevertheless, further improvements in administrative service quality still require support through the development of a more integrated information system, enhanced digital competencies among staff, and strengthened technological infrastructure so that administrative services can continue to evolve in line with the school's needs and the demands of technological advancements.

The findings of this study primarily demonstrate the role of administrative digitisation in supporting school administrative processes at SD Islam Modern Darunnajah Serang. The use of digital applications was reported to facilitate administrative data management, information access, coordination, and communication among school stakeholders. These administrative functions may provide organisational support for the delivery of educational services.

Nevertheless, improvements in administrative processes should not be interpreted as direct evidence of improved learning quality. This study did not establish measurable changes in students' learning outcomes, classroom instructional practices, or other direct indicators of learning quality attributable to administrative digitisation. Therefore, the relationship between administrative digitisation and

quality learning is best understood as an indirect or potential contribution rather than a demonstrated educational impact.

More efficient administrative processes may create conditions that support teachers and school leaders in carrying out their educational responsibilities. However, whether these conditions translate into improved teaching practices or student learning outcomes requires further investigation. Future research could examine this relationship through classroom observations, teacher accounts of changes in instructional practice, student learning assessments, and other relevant indicators collected over time.

Accordingly, the contribution of administrative digitisation to quality education in this study lies primarily in its potential to strengthen the administrative support processes surrounding educational activities. The study does not claim that digitisation has directly improved learning quality or student achievement.The research findings show that optimising administrative service performance through the use of digital technology provides very tangible and practical benefits for teachers in accessing the various academic information needed to support the learning process. Faster and more accurate administrative management reduces the time spent on administrative tasks, allowing teachers to focus more on instructional activities, developing teaching materials, conducting assessments, and mentoring students. Additionally, digitally organised academic data facilitates data-driven decision-making by schools to continuously improve the quality of educational services within educational institutions.

When linked to George C. Edward III's theory of policy implementation, the impact of administrative digitisation on quality learning indicates that the success of implementation is influenced by four main variables. The communication aspect is reflected in the increasingly rapid dissemination of academic information to teachers and parents via digital media. The aspect of resources is evident in the availability of technological devices, administrative applications, and internet connectivity that support the smooth management of school administration. Regarding the aspect of disposition, the commitment of school principals, teachers, and educational staff to utilising technology is a key factor supporting the success of administrative digitisation. Meanwhile, the bureaucratic structure aspect is evident through a clear division of tasks and increasingly systematic administrative procedures, thereby supporting the smooth operation of academic and school administrative services.

The findings of this study are also consistent with the concept of Total Quality Management (TQM) proposed by Edward Sallis. TQM emphasises that improvements in educational quality are determined not only by the quality of classroom learning processes but also by the quality of the support systems within the school, including administrative services. Effective, efficient, accurate, and responsive administration supports the delivery of high-quality learning because teachers receive better administrative services, students receive academic services more quickly, and parents receive educational information in a timely manner. Thus, the digitisation of administration is part of efforts to improve educational quality through the continuous improvement of the quality of learning support services (continuous improvement).

The findings of this study are also supported by various previous studies indicating that the digitisation of administration has a positive impact on improving the quality of educational services. Various studies show that the use of information technology in school administration can improve the efficiency of academic management, accelerate access to information, strengthen communication between schools and parents, and support data-driven decision-making. These conditions ultimately contribute to the creation of a more effective learning environment and support improvements in the quality of learning at the school. Based on these findings, the researcher concludes that the implementation of administrative digitisation at SD Islam Modern Darunnajah Serang has made a tangible contribution to supporting quality learning through the optimisation of administrative service performance. Although administrative digitisation does not directly influence the learning process in the classroom, its presence creates a more effective, efficient, and accurate administrative system, enabling all academic services to function more effectively. This situation provides teachers with the opportunity to focus more on teaching, improve the quality of service to students and parents, and strengthen quality-oriented school management. Therefore, the development of an integrated digital administrative system, the enhancement of human resources' digital competencies, and continuous evaluation of the implementation of administrative digitisation must be sustained to ensure that its benefits are maximised in supporting quality learning.

## 4. CONCLUSION

The research findings indicate that the planning for the digitisation of administrative processes at Darunnajah Modern Islamic Elementary School in Serang is not only carried out through program development, the provision of resources, and the establishment of policies, but also begins with the identification of the actual needs of each administrative unit. The research findings indicate that a needs-based planning approach is the key factor making digitisation better aligned with the school's characteristics. Planning was also carried out in phases, taking into account human resource readiness, funding capacity, and support from the foundation. This demonstrates that the success of digitisation is not determined solely by the availability of technology, but by the alignment between the organization's needs and the designed implementation strategy.

The findings indicate that SD Islam Modern Darunnajah Serang has implemented routine monitoring of administrative digitisation through direct supervision by the principal and regular coordination meetings. These practices provide a basis for overseeing implementation and identifying administrative challenges. Nevertheless, the effectiveness of monitoring and evaluation cannot yet be established conclusively because the available evidence does not demonstrate a comprehensive set of measurable criteria or systematic performance records. Further development of evaluation indicators, documentation procedures, and periodic performance reviews is therefore necessary to support a more objective assessment of administrative digitisation and its contribution to school administrative services.

The study indicates that administrative digitisation at SD Islam Modern Darunnajah Serang supports administrative processes, including data management, information access, coordination, and communication. These functions may indirectly contribute to the organisational conditions needed to support quality education. However, the study does not

provide direct evidence that administrative digitisation has improved classroom teaching practices or student learning outcomes. Its contribution to learning quality should therefore be interpreted as indirect and potential rather than as a proven educational impact. Further research using direct measures of teaching practices and learning outcomes is needed to determine whether improvements in administrative processes translate into measurable educational benefits.

The research results show that administrative digitisation has been implemented in student administration, academic affairs, finance, human resources, and records management through various digital applications. The findings indicate that digitisation in schools takes the form of a multi-application ecosystem, rather than a single integrated system. This approach still enhances the effectiveness of administrative work because each application is utilised according to its specific function. These findings demonstrate that the effectiveness of digitisation is more influenced by users' ability to integrate work processes than by the use of a single application.

Monitoring and evaluation are conducted periodically through supervision by the school principal, coordination meetings, and evaluations of digital application usage. The research findings indicate that monitoring and evaluation serve not only as oversight mechanisms but also as instruments of organisational learning, leading to continuous improvements in the digital administrative system. Thus, the success of digitisation is influenced by the presence of a continuous evaluation process, not merely by the success of implementation in the initial stages.

Factors supporting the implementation of digitisation include leadership commitment, foundation support, the availability of technological infrastructure, human resource competencies, and inter-unit collaboration. Meanwhile, inhibiting factors include limitations in system integration, network disruptions, variations in users' digital capabilities, and the process of adapting to change. The research findings indicate that the most decisive factor for successful implementation is not merely technology, but the synergy between leadership, a collaborative work culture, and the readiness of human resources. Thus, digitalisation is a process of organisational change, not merely a technological change.

Administrative digitisation has a positive impact on improving the quality of administrative services through faster service delivery, easier access to information, improved data accuracy, more efficient document management, and more effective coordination between units. The research findings indicate that the optimisation of administrative services is the primary outcome of digitisation implementation, so the most tangible change experienced by the school community is not merely the use of technology, but the improved quality of administrative services—which are faster, more accurate, and more responsive.

Administrative digitisation does not have a direct impact on the learning process but makes an indirect contribution by improving the effectiveness of school administrative management. Administrative efficiency reduces the administrative workload of teachers and educational staff, speeds up the provision of academic information, and enhances the coordination of educational services. The research findings indicate that the quality of administrative services serves as a "bridging factor" between the implementation of administrative digitisation and the realisation of quality learning. Thus, the quality of learning is supported by an effective, efficient, and responsive administrative system. Based on the overall research results, it can be concluded that the implementation of administrative digitisation at Darunnajah Modern Islamic Elementary School in Serang has proceeded gradually through a process of planning, implementation, monitoring, and evaluation supported by the commitment of school leadership, support from the foundation, the availability of technological resources, and cooperation among work units. Several research findings have emerged that constitute the scientific contribution of this study.

a. The implementation of administrative digitisation in elementary schools is a process of transforming school governance, not merely the application of information technology. The success of the implementation is determined by the integration of planning, execution, monitoring and evaluation, leadership, and human resource readiness.
b. Optimising the performance of administrative services is the primary outcome of digitalisation implementation and serves as the link between administrative digitalisation and quality learning. This finding indicates that the quality of administrative services plays a strategic role in supporting the effectiveness of educational delivery.
c. Previous studies on digitalisation in educational administration have examined the role of digital systems in improving administrative processes, as well as the importance of leadership, infrastructure, human resource competence, and organisational support. For example, research on digitalisation in school administration has highlighted the contribution of digital tools to administrative efficiency and the challenges associated with their implementation. Studies of school governance have also examined how digital platforms shape coordination, managerial practices, and accountability. These findings suggest that the factors identified in the present study are not, by themselves, sufficient to establish a distinct theoretical contribution.

The contribution of the present study is therefore positioned at the contextual and processual level. The case of SD Islam Modern Darunnajah Serang illustrates how administrative digitisation operates in a school environment where different administrative functions use multiple digital applications rather than a single fully integrated platform. Within this context, the implementation of digital administration involves not only the availability of applications but also the coordination of administrative tasks, the roles of school personnel, managerial supervision, and the handling of information across administrative functions.

On this basis, the proposed service-based model should be understood as a preliminary, practice-oriented framework derived from the case findings rather than a validated general model. It conceptualises digital administrative services through the relationship between enabling conditions, administrative workflows, service delivery, and monitoring practices. Its potential contribution lies in bringing these elements together to interpret the implementation of administrative digitisation in the specific institutional context examined.

The findings also raise the possibility that coordination across administrative workflows deserves attention alongside technical application integration. However, this study does not

provide sufficient comparative evidence to conclude that workflow integration is more important than application integration. Rather, the case suggests that the usefulness of digital applications depends partly on how administrative tasks, responsibilities, and information flows are organised. Establishing the relative importance of workflow and application integration would require comparative research across schools with different levels of system integration and systematic assessment of their administrative performance.

The proposed framework should consequently be treated as an analytical proposition for further investigation. Future studies could examine its applicability in different school contexts, refine its components, and assess whether workflow coordination is associated with measurable improvements in administrative service performance.

## REFERENCES

Adam, A., & Juliadarma, M. (2024). *Sistem Informasi Manajemen* (Vol. 2). Akademia Pustaka.

Ahmad Anshori, Ani Susiani, Nady Ainulyaqin, Daulay, M. I., & Fadillah, R. (2024). Pengaruh Sistem Informasi Manajemen Pendidikan Terhadap Kualitas Pelayanan Administrasi Siswa di SMK Muhammadiyah 3 Terpadu Pekanbaru. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, *6*(1), 21–30. https://doi.org/10.31949/madinasika.v6i1.11379

Akbar, Z., Ibrohim, M., & Ismail, I. (2025). *Manajemen Kinerja*. Mafy Media Literasi Indonesia.

Al-Ghiffari, F. (2025). Implementasi Teori Hukum Pembangunan Mochtar KusumaatmadjaDalam Aspek Digitalisasi Pelayanan Publik. *Jurnal Hukum Lex Generalis. Vol.6.*, *6*(8), 1–16. https://jhlg.rewangrencang.com/

Alyani, F., & Marpaung, S. F. (2026). Digitalisasi Layanan Administrasi Akademik dalam Meninngkatkan Mutu Pelayanan Pendidikan di MAS Proyek UNIVA Medan. *Jurnal Pendidikan Madrasah*, *11*(1), 20–28. https://doi.org/DOI:https://doi.org/10.14421/jpm.2026.169-178 Digitalisasi

Ariatpi, F., & Ismatullah, A. (2025). *Dampak Implementasi Sistem Informasi manajemen Terhadap Kualitas Layanan Administrasi Pendidikan*. *04*(02), 131–152.

Ariatpi, F., & Nugraha, M. S. (2021). Implementasi Aplikasi Hayatverse sebagai Sistem Informasi Manajemen Untuk Meningkatkan Kualitas Pelayanan Administrasi Pendidikan. *Jurnal Inovasi Penelitian*, *1*(0.1101/2021.02.25.432866), 1–15.

Armstrong, M. (2009). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance (Google eBook)* (4th ed.). Kogan Page. http://books.google.com/books?id=wtwS9VG-p4IC&pgis=1

Azizah, A. N. 'Ilmi, Nashir, M. ja'far, Halim, A. K., & Ababa, A. A. (2025). *Administrasi Pendidikan*. Tahta Media Grup.

Bates, A. W. (2019). The nature of knowledge and the implications for teaching. In *Teaching in a digital age: Guidelines for designing teaching and learning*. https://pressbooks.bccampus.ca/teachinginadigitalagev2/

Bryson, J. M. (2017). Strategic Planning for Public and Nonprofit Organizations. In *Construction Project Management: An Integrated Approach* (5th ed.). Wiley. https://doi.org/10.4324/9780203006986

Bush, T. (2011). Theories of Educational Leadership and Management. *Http://Lst-Iiep.Iiep-Unesco.Org/Cgi-Bin/Wwwi32.Exe/[In=epidoc1.in]/?T2000=022939/(100)*.

Carmo, M. (2021). *Education and New Developments 2021*. inScience Press.

Castells, M. C. (2011). The Rise of the Network Society. In *Anaphylaxis and Hypersensitivity Reactions: Vol. I*. https://doi.org/10.1007/978-1-60327-951-2

Dessler, G. (2019). Human Resource Management. 16th Edition. Pearson. *Scientific Research*.

E.Salavin, R. (2014). Theory and Practice Robert E . Slavin. In *Pearson Education*. Pearson Education Limited.

Edwards, G. C. (1980). *Implementing public policy (Politics and public policy series)-Congressional Quarterly Press (1980)*.

Fullan, M., & Langworthy, M. (2014). *A Rich Seam How New Pedagogies Find Deep Learning* (Issue January). Pearson.

Fullan, M., & Quinn, J. (2015). *Coherence: The Right Drivers in Action for Schools*. Corwin Press.

Fullen, M. (2006). Change Theory: a Force for School Imporvement. *Atomic Energy (New York, N.Y.)*, *98*(6), 415–419.

Ghasemy, M., & Hussin, S. (2021). Theories of educational management and leadership a Review. *Educational Review*, *73*(6), 800–802. https://doi.org/10.1080/00131911.2021.1890944

Grindle, M. S. (2017). *Politics and Policy Implementation in the Third World*.

Haudi. (2020). Total Quality Manajemen dalam Pendidikan. *Reader's Guide to the Social Sciences: Volume 1: Reader's Guide to the Social Sciences: Volume 2*, 1664–1666.

Hidayat, A. N., Sobari, S., & Afifah, A. (2026). *Implementasi Digitalisasi Administrasi Sekolah dalam Meningkatkan Efisiensi Kerja Tenaga Kependidikan : Studi Kasus di MTs Al I ' anah Kosambi Karawang*. *4*(4), 12269–12277.

Hoy, W. K., & Miskel, C. G. (2013). Educational Administration Theory Research and Practice (Ninth Edition). In *McGraw Hill Irwin*.

I Dewa Putu Suyadnya. (2024). Implementasi Digitalisasi Administrasi Pendidikan di SMP Negeri 3 Bangli. *Metta: Jurnal Ilmu Multidisiplin*, *4*, 38–54.

Ibrahim, N. (2014). Perencanaan Pembelajaran Teoritis dan Praktis. In *Perencanaan Pembelajaran Teoretis dan Praktis*. Penerbit Mitra Abadi. http://repository.uhamka.ac.id/id/eprint/940/1/Perencanaan Pembelajaran_Nini Ibrahim_.pdf

Inayati, I. N., Herlina, L., Muslih, I., Chodijah, S., & Harahap, S. D. (2025). *Pembelajaran di Era Digital*. HN Publishing.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of Teaching*. Pearson Education.

Kemendikbud. (2024). *Pengembangan Bukti Baik Karya KSPSTK Nusantara 2023*.

Koontz, H., & O'Donnel, C. (1984). *Management* (8th ed.). McGraw-Hill.

Kusumawati, E. (2022). Peningkatan Mutu Sekolah Dasar Negeri Melalui Implementasi Total Quality Management. *Jurnal Ilmiah Indonesia*, *44*(8), 1–15. https://doi.org/10.1088/1751-8113/44/8/085201

Laudon, K. C., & Laudon, J. P. (2010). Managing the Digital Manajemen Information System. In *New Jersey: Prentice Hall*.

Liu, T., Luo, Y. T., Pang, P. C. I., & Kan, H. Y. (2025). Exploring the Impact of Information and Communication Technology on Educational Administration: A Systematic Scoping Review. *Education Sciences*, *15*(9). https://doi.org/10.3390/educsci15091114

Ma'rifah, I. (2025). Literature Review: Pengaruh Sistem Arsip Digital Terhadap Mutu Pelayanan Administratif Di Madrasah Dan Pesantren. *Jurnal Manajemen Pendidikan*, *10*(4), 2947–2959. https://ejurnal.stkip-pessel.ac.id/index.php/jmp/article/view/1356

Mardizal, J., & Ifdil. (2024). *Manajemen Kepemimpinan Kepala Sekolah* (Vol. 2). eureka media aksara.

Meter, D. S., & Horn, C. E. Van. (1975). The Policy Implementation A Conceptual Framework. *Administration & Society*, *6*(4), 445–487.

Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis*. Sage Publications, Inc.

Mulyasa. (2011). Manajemen dan Kepemimpinan Kepala Sekolah. In *Bumi Aksara* (1st ed.). Bumi Aksara.

Mulyasa. (2021). *MAnajemen Berbasis Sekolah* (3rd ed.). PT. Gramedia.

Mulyasa. (2023). *Implementasi Kurikulum Merdeka*. Bumi Aksara.

Murgantara, H., Saifullah, H., Afrinuddin, E., Ardiansyah, S., Wahyuni, T., Mulawarman, W. G., Mulawarman, U., Mulawarman, U., Mulawarman, U., Mulawarman, U., Mulawarman, U., Mulawarman, U., Scholar, G., Dasar, S., & Review, S. L. (2025). *Faktor Kunci Keberhasilan Implementasi Strategi Digitalisasi Administrasi Di Sekolah Dasar: Sebuah Systematic Literature Review*. *8*(2), 1988–1993.

Mutiarni, R., Purwanto, N., Nadliroh, I. D., Ramadhani, F. E., & Jaladri, C. M. (2024). *Sistem Informasi Manajemen*. literasi nusantara official.

Negroponte, N. (1995). Negroponte, Nicholas. 1995. *New York: Alfred A. Knopf.*

Nurbaya, N., Suryadi, & Suharto, N. (2025). *Pengaruh Kemampuan Digital Guru dan Penerapan Deep Learning dalam Peningkatan Kualitas Pembelajaran di Sekolah Dasar*. *10*.

Nurfa, M. (2024). Digitalisasi Administrasi Sekolah untuk Efisiensi Manajemen Pendidikan. *JKP: Jurnal Khasanah Pendidikan*, *3*(1), 8–11. https://doi.org/10.58738/jkp.v3i1.983

O'Brien, J. A., & Marakas, G. M. (2011). *Management Information Systems*. McGraw-Hill/Irwin.

Rahman, H., & Prabowo, S. L. (2025). *Optimalisasi Sistem Informasi Manajemen Pendidikan Berbasis Digital Untuk Meningkatkan Kualitas Layanan Pembelajaran di Era Teknologi*. *10*, 349–367.

Riadi, S., Maesaroh, Sulistyawati, Ernawati, I. R., Hartini, T. I., & Avorizano, A. (2026). *Pemanfaatan Teknologi Digital Untuk Peningkatan Kualitas Belajar*. Uhamka Press.

Rifaldi Dwi Syahputra, & Nuri Aslami. (2023). Prinsip-Prinsp Utama Manajemen George R. Terry. *Manajemen Kreatif Jurnal*, *1*(3), 51–61. https://doi.org/10.55606/makreju.v1i3.1615

Robbins, S. P., & Coulter, M. (2018). *Management* (14/E).

Rogers, E. M. (2003). Diffusion of Innovations. In *Achieving Cultural Change in Networked Libraries* (5th ed.). Free Press. https://doi.org/10.4324/9781315263434-16

Rusman. (2016). *MODEL-MODEL PEMBELAJARAN - MENGEMBANGKAN PROFESIONALISME GURU*. https://api.semanticscholar.org/CorpusID:193814860

Rusman, Riyana, C., & Kurniawan, D. (2012). *Pembelajaran berbasis teknologi informasi dan komunikasi : mengembangkan profesionalitas guru* (1st ed.). Rajawali Pers.

Sabatier, P. (1986). Top-Down and Bottom-Up Approaches to Implementation Research: a Critical Analysis and Suggested Synthesis. *Journal of Public Policy*, *6*, 21–48. https://api.semanticscholar.org/CorpusID:154767750

Sallis, E. (2002). Total Quality Management in Education. In *International Journal of Education and Pedagogy (IJEP)* (3rd ed., Vol. 1, Issue 1). Stylus Publishing Inc. https://doi.org/10.63090/ijep/3108.1800.0003

Samsinar, Tahir, A., & Cahayanti, E. R. (2021). Guru penggerak. In *Journal information* (Vol. 10, Issue 3). Akademia Pustaka.

Sanoto, H., Kusuma, D., Paseleng, M. C., & Triwijayanti, N. (2025). Digitalizing School Management: Achieving Excellence through Technology Integration in Primary Schools in Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, *17*(1), 478–488. https://doi.org/10.35445/alishlah.v17i1.6341

Sari, & Munir, M. (2024). Pemanfaatan Teknologi Digital dalam Inovasi Pembelajaran untuk Meningkatkan Efektivitas Kegiatan di Kelas. *Digital Transformation Technology*, *4*(2), 977–983. https://doi.org/10.47709/digitech.v4i2.5127

Sari, R. Y., Subandi, A., & Irsyad, I. (2024). Pengaruh Penggunaan Sistem Informasi Manajemen Berbasis Digital Terhadap Efisiensi Administrasi Pendidikan. *Academy of Social Science and Global Citizenship Journal*, *4*(1), 21–29. https://doi.org/10.47200/aossagcj.v4i1.2389

Schwab, K. (2017). *The Fourth Industrial Revolution*. Crown Business.

Selwyn, N. (2022). *Education and Technology* (3rd ed.). Bloomsbury Publishing Plc.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). The Fifth Discipline Fieldbook. In *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. Nicholas Brealey Publishing.

Sergiovanni, T. J., Burlingame, M., Coombs, F. S., & Thurston, P. W. (1999). *Educational governance and administration*. Allyn & Bacon.

Siagian, S. P. (2016). *Filsafat Administrasi*. Bumi Aksara.

Sopwandin, I. (2023). *MANAJEMEN MADRASAH Teori dan Strategi Pengelolaan Madrasah di Era Digital* (Vol.

2). Widina Media Utama.

Stephen P. Robbins, & Coulter, M. A. (2020). *Management* (15th ed.). Pearson.

Surawan, S., Mazrur, M., & Jennah, R. (2023). Pendampingan Administrasi Sekolah berbasis Digital di SMP Muhammadiyah Palangka Raya. *PengabdianMu: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, *8*(4), 606–613. https://doi.org/10.33084/pengabdianmu.v8i4.5032

Sutabri, T. (2022). *Sistem Informasi Manajemen*. Andi.

Syafei, I. (2025). *Kurikulum & Pembelajaran*. Widina Media Utama.

Syafitri Ningsih, Ismaya, B., & Wahyudin, U. R. (2025). Implementation of Digital-Based Performance Management in Improving the Quality of Educational Administration Services and Educational Personnel. *Research Horizontal*, *05*(02), 97–108.

Westerman, G., Bonet, D., & Mcafee, A. (2009). *Leading Digital. Are You Ready ?*

Zeithaml, V. A., Bitner, M. J., Gremler, D. D., & Mende., M. (2018). Services Marketing: Integrating Customer Focus Across the Firm (Eighth Edition). In *McGraw-Hill* (8th ed.). https://rudyct.com/ab/Buku-Artikel-rudyct-23-24.htm

Zen, A., Jahja, A. S., Nurani, K., Sahala, J., Mulyeni, S., & Abdullah. (2022). *Teori Dasar Managemen* (N. Saputra (ed.); Vol. 2). Yayasan Penerbit Muhammad Zaini.