

Analysis of the digital records management system at SMK Batik 1 Surakarta in 2026

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Abstrak

Pengelolaan arsip digital penting dalam mendukung administrasi sekolah karena dapat mempermudah penyimpanan, akses, dan penemuan kembali informasi. Penelitian ini bertujuan menganalisis sistem kearsipan digital di SMK Batik 1 Surakarta Tahun 2026, meliputi proses penciptaan, penyimpanan, dan penemuan kembali arsip, efektivitas media digital, kesiapan sumber daya manusia, keamanan dan pemeliharaan arsip, serta faktor penghambat penerapannya. Penelitian menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan lima informan yang dipilih menggunakan purposive sampling. Keabsahan data diuji melalui triangulasi sumber dan teknik, sedangkan analisis data meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengelolaan arsip digital menggunakan Nawala, SLiMS, Microsoft Excel, Microsoft Word, E-SPP, dan Google Drive. Media digital membantu mempercepat penyimpanan dan penemuan kembali arsip serta mendukung pekerjaan administrasi. Penerapannya belum optimal karena sistem belum terintegrasi, kompetensi sumber daya manusia belum merata, sarana dan prasarana mengalami kendala, serta keamanan dan pemeliharaan belum didukung prosedur yang baku. Faktor penghambat meliputi kompetensi SDM, jaringan, perangkat, dan penggunaan arsip fisik sebagai cadangan.

Kata kunci: efektivitas; kesiapan sumber daya manusia; kualitatif; pengelolaan arsip; transformasi digital

Abstract

Digital records management is essential in supporting school administration, as it facilitates the storage, access, and retrieval of information. This study aimed to analyze the digital records management system at SMK Batik 1 Surakarta in 2026, encompassing the creation, storage, and retrieval of records; the effectiveness of digital media; human resource readiness; records security and maintenance; and factors that inhibited its implementation. This study employed a descriptive qualitative approach. Data were collected through observation, in-depth interviews, and documentation involving five informants selected through purposive sampling. Data validity was established through source and technique triangulation, while data analysis followed the interactive model comprising data reduction, data presentation,

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and conclusion drawing. The findings revealed that digital records management was carried out using Nawala, SLiMS, Microsoft Excel, Microsoft Word, E-SPP, and Google Drive. Digital media accelerated records storage and retrieval and supported administrative tasks. Nevertheless, implementation remained suboptimal because the systems were not integrated, human resource competencies were uneven, infrastructure encountered constraints, and security and maintenance were not supported by standardized procedures. The main inhibiting factors included human resource competencies, network and device problems, and continued reliance on physical records as backups.

Keywords: archive management; digital transformation; effectiveness; human resource readiness; qualitative

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Introduction

The development of information technology has driven significant changes in the management of educational administration, including document and records management. Digitalization can help organizations store, access, and retrieve information more efficiently; however, its success remains contingent upon the management of systems, procedures, and supporting resources (Indrawan et al., 2022; Mursyidah et al., 2023).

In school administration, records serve as sources of information, instruments of evidence, and the basis for accountability; their management must therefore be conducted systematically. Records management encompasses creation, use, storage, maintenance, and disposition as interrelated stages within the records lifecycle (Sedarmayanti, 2018; Puspawati et al., 2024).

The transition from manual to digital systems offers benefits that include ease of access, faster retrieval, reduced paper consumption, and greater operational efficiency. Amalia and Panduwina (2022) demonstrated that an electronic records management information system can support the effectiveness of records retrieval, while Khasanah (2023) linked records management to work efficiency. Digitalization can also reduce dependence on physical storage space, although it still requires adequate hardware, network infrastructure, and storage media (Firmansyah, 2022; Hidayat & Santoso, 2022).

Prior research has shown that the implementation of digital records management continues to face challenges related to system integration, human resource competencies, work procedures, and information security. Indrawan et al. (2022) situated records digitalization as part of the broader need for information management in educational institutions, while Fad'li et al. (2021) examined the implementation of digital archives for document storage. From a human resource perspective, Fajriyani et al. (2023) emphasized the importance of competency development in the face of digital transformation. With regard to security, Sari et al. (2023) highlighted the significance of information security risk identification, and McLeod and Lomas (2023) stressed the need to preserve the integrity and trustworthiness of digital records.

Despite this body of scholarship, research on digital records management in educational settings has largely focused on single aspects such as system effectiveness, storage practices, or records manager competencies. The present study sought to complement existing work by analyzing five dimensions in an integrated manner: (1) the creation, storage, and retrieval of records; (2) the effectiveness of digital media; (3) human resource readiness; (4) security and maintenance; and (5) inhibiting factors in implementation.

These conditions were also observed at SMK Batik 1 Surakarta. Preliminary fieldwork revealed that the school had adopted Nawala, SLiMS, and E-SPP to support administrative activities. However, digital records remained dispersed across different systems and devices, file-naming

conventions were inconsistent, and several processes still depended on physical records. This situation underscored the need for a more comprehensive examination of digital records management practices, so as to clarify the relationships among technology, procedures, human resources, and supporting conditions.

The novelty of this study lies in its examination of school digital records management through the simultaneous analysis of these five dimensions within a single case study. This approach looks beyond the mere existence of applications to assess how those applications are used throughout the records management lifecycle, how administrative staff operate them, how security and maintenance are conducted, and what factors impede implementation.

Based on the foregoing, this study addressed the following research questions: (1) How are digital records created, stored, and retrieved at SMK Batik 1 Surakarta? (2) How effective is the use of digital media in records management at SMK Batik 1 Surakarta? (3) How prepared are human resources for digital records management at SMK Batik 1 Surakarta? (4) What is the state of the digital records security and maintenance system at SMK Batik 1 Surakarta? (5) What factors inhibit the implementation of digital records management at SMK Batik 1 Surakarta?

This study aimed to describe the processes of digital records creation, storage, and retrieval; analyze the effectiveness of digital media use; describe human resource readiness; describe the digital records security and maintenance system; and analyze the factors that inhibit digital records management implementation at SMK Batik 1 Surakarta.

Research Methods

This study was conducted at SMK Batik 1 Surakarta, Central Java, over the period from September 2025 to June 2026. The research site was selected because the school had implemented digital records management through several administrative applications.

The study employed a qualitative approach using a case study method. This approach was chosen because it enables an in-depth understanding of phenomena under investigation based on actual field conditions. Through case study methodology, the research was directed toward a comprehensive examination of the digital records management system as implemented in practice.

Informants were selected using purposive sampling, on the grounds that they possessed the knowledge, experience, and direct involvement in the management or use of digital records at the school. Five informants participated in the study: the Head of Administration (Informant I), a records-section administrative staff member (Informant II), the library officer (Informant III), a finance-section administrative staff member (Informant IV), and the Deputy Head of School for Curriculum Affairs (Informant V). Selection was based on each informant's involvement, knowledge, experience, and responsibility in administrative activities and digital records management.

Data were collected through observation, in-depth interviews, and documentation. Observation was used to examine directly the digital records management process, application use, storage, retrieval, security, human resource readiness, and supporting and inhibiting conditions. In-depth interviews were conducted to obtain information regarding informants' experiences, practices, policies, and constraints. Documentation was used to supplement the data through digital records, administrative documents, activity photographs, and other supporting materials.

The research instruments an interview guide and an observation guide were developed based on the five research foci: (1) the creation, storage, and retrieval of digital records; (2) the effectiveness of digital media in records management; (3) human resource readiness for digital records management; (4) security and maintenance of digital records; and (5) factors inhibiting the implementation of the digital records management system. The interview guide elicited information on informants' experiences, practices, and challenges, while the observation guide was used to examine the implementation of digital records management and the indicators corresponding to each focus area. Both instruments were grounded in the research questions and in theoretical indicators drawn from the literature on digital records management, effectiveness, human resource competency, security, and records maintenance.

Data validity was maintained through source triangulation and technique triangulation. Source triangulation involved comparing information from the five informants, each of whom

occupied a different role, while technique triangulation involved cross-checking interview findings against observational data and documentation. Credibility was further strengthened by comparing information across informants and by verifying interview data against observed conditions and available documents; thus, no finding rested solely on the account of a single informant.

Data analysis followed Miles and Huberman's interactive analysis model, comprising data reduction, data display, and conclusion drawing and verification (Miles et al., 2014). During the reduction phase, data from interviews, observations, and documentation were selected and manually coded according to shared meanings. Raw data were then grouped into categories such as records management processes, effectiveness, human resource competency, security and maintenance, and inhibiting factors which were subsequently organized into themes linked to the five research foci. For example, data pertaining to Nawala, file storage, document naming, and retrieval were grouped under the theme of digital records management processes. Coding was performed without qualitative data analysis software. The coded results were then presented according to the five foci to identify patterns and inter-finding relationships.

Results and Discussion

Research Results

Data were obtained through observation, in-depth interviews, and documentation. Findings are presented according to the five research foci in order to reflect the empirical conditions of digital records management system implementation at SMK Batik 1 Surakarta.

Creation, Storage, and Retrieval of Digital Records

Digital records are created through Nawala for correspondence management, SLiMS for the library, and E-SPP for financial administration. Informant II explained:

"Every incoming document is first recorded, then entered into the system and forwarded to the school principal. The system used is web-based, specifically the Nawala application for incoming and outgoing correspondence."

Informant I added:

"It is typically used for incoming and outgoing letters. Documents are first processed in the administration office, then submitted to the school principal, and only after that are they archived digitally."

Records are stored on computers, Google Drive, Nawala, SLiMS, and E-SPP. File naming is adapted to the content, reference number, or date of the document, and no standardized convention has yet been established. Retrieval is performed through file or folder names, or through the application's built-in search features. Informant I stated:

"Records retrieval is done directly on the computer by searching for the file or folder name."

Informant II noted:

"Retrieval is carried out through the Nawala application or the computer's folder structure, which is more convenient because records are already categorized by document type."

In the library, Informant III reported:

"Retrieval is conducted through the SLiMS system, which is faster than manually searching the bookshelves."

Observational findings indicated that digital records were retrieved more quickly than physical ones, although the retrieval process could still be disrupted by network issues and system errors.

Effectiveness of Digital Media Use

Digital media accelerated records storage, retrieval, and document services while reducing manual workload. Informant I explained:

"The scanner application is typically used to scan documents, which are then saved in PDF or JPEG format on the computer or Google Drive."

In the finance section, Informant IV stated:

"The usual practice involves entering payment data daily, with printed transaction receipts generated afterward."

These statements indicate that digitalization has reduced paper use but has not yet entirely eliminated physical documents.

In terms of productivity, Informant V observed:

"With the existing system, work becomes more organized and orderly."

Accordingly, the use of digital media has delivered benefits in time efficiency, ease of access, and work productivity. Cost efficiency has been partially achieved, as the school continues to require computers, scanners, internet connectivity, and supplementary storage media.

Human Resource Readiness

Administrative staff and unit officers possess basic competencies to operate computers and the applications in use. Informant II stated:

"At first I had to learn, but over time it became routine. On a daily basis, we use applications such as Word and Excel, as well as the web-based Nawala application."

Informant IV remarked:

"Competency-wise, we are already capable. Keeping up with the times is part of the job. We typically use Excel and the E-SPP application."

From a managerial perspective, Informant V noted:

"The system itself is already adequate. Digital records management already has a system in place; it is more a matter of staff gaining a deeper understanding and making maximum use of what is available."

Formal training has not been conducted on a regular basis. Informant V observed: "There was training at some point, but it was quite a while ago about one or two years back." Informant III also indicated staffing constraints within certain units, meaning that workloads may increase as record volumes grow.

Digital Records Security and Maintenance

Records security is maintained through account-based login and access restrictions within the applications. Informant II stated:

"The Nawala system has its own login credentials, so not everyone can access it."

Informant I elaborated:

"Because digital records are stored on individual computers, each with its own user account, access rights are specific to each user."

Backup is performed using external storage media. Informant I noted:

"The school backs up data using flash drives or external hard drives through copy-and-paste."

Informant II added: "Physical records are still retained as a backup in case of disruptions to the digital system."

Maintenance remains needs-based and lacks a structured schedule. Observational findings also indicated the absence of encryption mechanisms, activity logging, and a formally documented backup schedule. In sum, records security encompasses access restrictions and basic backup measures, but requires further strengthening to guarantee the integrity and availability of records.

Factors Inhibiting Digital Records Management Implementation

Implementation barriers include uneven human resource competencies, limited staffing, network and device disruptions, application errors, the absence of dedicated standard operating procedures (SOPs), budget constraints, and a workplace culture that continues to maintain physical records. Informant II stated:

"The main obstacle is the internet connection, which is sometimes unstable."

Informant III reported:

"The SLiMS system is currently experiencing constraints because certain components are malfunctioning."

From an organizational standpoint, Informant V explained:

"Implementation already follows SOPs, such as the procedure for incoming mail to be received by the administration, forwarded to the school principal, distributed, and filed according to established procedures."

However, the available SOPs focus exclusively on correspondence and do not yet cover the entire digital records lifecycle. Regarding human resources, Informant V acknowledged:

"The main constraint is human resource competency, which still needs to be enhanced so that the system can be used to its full potential."

Observational findings also confirmed continued reliance on physical records as a backup measure.

Discussion

Creation, Storage, and Retrieval of Digital Records

The findings indicate that digital records are created through separate functional information systems Nawala, SLiMS, and E-SPP demonstrating that digital records in this school are generated as part of the administrative processes of individual units rather than through a unified records management system. This finding is consistent with Indrawan et al. (2022), who situated records digitalization as part of the broader information management needs of educational institutions. From a records lifecycle perspective, the processes of creation, storage, and retrieval must be understood as interrelated stages (Puspawati et al., 2024). Moreover, McLeod and Lomas (2023) asserted that digital records management requires not only ensuring that documents are stored but also maintaining the context, integrity, and trustworthiness of those records. In the present study, the application search features expedited retrieval, yet the absence of standardized file-naming conventions and digital classification schemes undermined retrieval consistency.

These findings are also congruent with research on digital records management transformation, records management patterns, and the use of digital archives in records management, all of which indicate that digitalization must be accompanied by process restructuring and governance so that the benefits of technology can be sustained (Mursyidah et al., 2024; Juniati & Nurdiansyah, 2023; Nasution & Natas, 2025).

Effectiveness of Digital Media Use

The use of digital media was shown to accelerate records storage, retrieval, and document services while reducing manual work. This finding aligns with Amalia and Panduwinata (2022), who demonstrated that an electronic records management information system can support the effectiveness of records retrieval. Khasanah (2023) likewise linked records management to work efficiency. In terms of efficiency, Firmansyah (2022) showed that records digitalization can serve as a means of improving work efficiency. In the present study, however, these benefits were not fully accompanied by cost efficiency, as the school continued to require hardware, network infrastructure, backup media, and some printed documents. Infrastructure quality was also identified as an important enabling factor in digital system implementation (Hidayat & Santoso, 2022). System effectiveness is therefore not solely determined by the availability of applications, but by the capacity of those systems to support work objectives given the available resources.

Human Resource Readiness

Administrative staff possessed basic competencies for operating computers and applications, but these competencies did not yet fully extend to systematic and standardized digital records management. This finding is consistent with Fajriyani et al. (2023), who identified human resource competency as a key challenge in the digital era, and with Pradana et al. (2023), who emphasized the need for competency in managing information through electronic systems. Kurniawan (2023) similarly stressed the importance of competency enhancement in digital records transformation. The irregularity of formal training demonstrated that operational readiness does not automatically translate into developmental readiness. Competency enhancement must therefore target not only application operation skills but also standardization of file naming, classification, security, backup, and records maintenance.

Digital Records Security and Maintenance

The school had implemented login procedures and access restrictions within its applications, and performed backups using external media and physical records as a fallback. These findings indicate that basic access control principles were in place. However, the system lacked advanced

security mechanisms such as encryption, activity logging, and a formally documented backup schedule. This situation is relevant to Sari et al. (2023), who situated information security risk identification as a critical component of information system management. McLeod and Lomas (2023) similarly underscored that the sustainability of digital records is contingent upon maintaining their integrity and trustworthiness. Consequently, digital records security in this school remains at a basic protection level and requires further development toward more structured security management.

This finding also reinforces scholarship on digital records preservation and security, which emphasizes the need for records protection, risk control, backup procedures, and ongoing maintenance (Abidin et al., 2023; Nasution & Nasution, 2024; Sari et al., 2023; Suhartono & Asbari, 2024; Nurdiansyah et al., 2025).

Factors Inhibiting Digital Records Management Implementation

Implementation barriers encompassed uneven human resource competencies, network and device disruptions, application errors, the absence of dedicated SOPs, budget constraints, and a workplace culture that continued to maintain physical records. The finding regarding human resource limitations is consistent with Fajriyani et al. (2023), while infrastructure challenges align with Hidayat and Santoso (2022). From an organizational perspective, Jali et al. (2024) demonstrated the importance of records management within school administration, and Milah et al. (2024) showed that school records management is linked to accountability. Pratiwi and Hidayat (2022) also emphasized the importance of structured dynamic electronic records management. The present findings reveal that technology is available but has not yet been fully integrated with procedures, competencies, infrastructure, and workplace culture. Optimization of digital records management must therefore be pursued holistically, not merely through the addition of applications.

This finding is consistent with research on records management in school administration and accountability, which shows that system availability must be accompanied by governance, role distribution, and clear procedures (Jali et al., 2024; Milah et al., 2024; Sholikhah & Hermanto, 2021). Studies on student records, learning records, and financial records further indicate that the characteristics of specific record types and unit-level needs must be considered when determining management approaches (Purnamasari & Saputra, 2025; Sari et al., 2021; Soviana & Ninghardjanti, 2025).

Overall, the findings demonstrate that the success of digital records management in schools results from the interaction of technology, human resources, organizational procedures, security, and supporting conditions. This reinforces the understanding that digitalization is not merely a change in storage medium but a transformation in the way an organization creates, uses, maintains, and retrieves records. Development of digital records management systems should therefore be directed toward system integration, the formulation of dedicated SOPs, enhancement of human resource competencies, strengthening of security, and improvement of infrastructure. These findings are also consistent with scholarship on electronic and digital records management emphasizing the importance of procedural regularity, management standardization, and technological support in sustaining records effectiveness and continuity (Fad'li et al., 2021; Andyani et al., 2023; Prasetyo & Bramantya, 2020; Pratiwi & Hidayat, 2022; Wulandari & Ismaya, 2023).

The findings can also be understood from an organizational and technological perspective. Digital records management does not operate in isolation; it is influenced by organizational readiness, system acceptance, human resource quality, and infrastructure support. This perspective aligns with the technology-organization-environment (TOE) framework, which positions technology, organization, and environment as mutually influencing elements (Effendi et al., 2020), as well as with studies on information systems and organizational performance (Anugrah et al., 2024), information system acceptance (Kardianto & Slamet, 2024), and digital human resource management (Pradana et al., 2023; Wibowo, 2021). In the context of school records management, research on records management in vocational schools, dynamic records management, electronic filing, and electronic-based records management has likewise shown that work procedures, manager competencies, and management consistency are essential elements (Ahmad et al., 2023; Khasanah, 2022; Lestari & Putra, 2021; Andyani et al., 2023; Utami, 2023).

Other studies on electronic records management implementation, system performance, technology acceptance, and financial records management have indicated that system effectiveness must be assessed alongside the characteristics of the work and the needs of the organizational unit (Arwandi et al., 2025; Novriani et al., 2023; Sugiarti & Rusmana, 2022; Soviana & Ninghardjanti, 2025). From the perspective of electronic records management effectiveness, Murtikasari et al. (2020) further showed that the presence of an electronic system does not automatically optimize records management when implementation and governance constraints persist.

Conceptually, these findings are also consistent with the records management literature, which positions management regularity and system effectiveness as preconditions for records to support administrative work in a sustainable manner (Setiawan, 2020; Suwarni, 2021).

Conclusion

The implementation of the digital records management system at SMK Batik 1 Surakarta has supported records management through Nawala, SLiMS, Microsoft Excel, E-SPP, and Google Drive. The digitalization process has facilitated records creation, storage, and retrieval, particularly by enhancing time efficiency, ease of access, and work productivity. Nevertheless, the digital records management system has not yet been fully integrated and continues to face constraints in file-naming and classification standardization, network and device disruptions, and dependence on physical record storage. Administrative staff possess basic competencies for operating devices and applications, yet formal training has not been conducted regularly. In terms of security, the system has implemented authentication, access restrictions, and data backup, but the integrity and availability of records still require strengthening through the application of encryption, activity logging, and standardized backup schedules. The principal barriers to digital records management implementation include human resource competencies, infrastructure limitations, the absence of a comprehensive digital records SOP, budget constraints, and a workplace culture that continues to depend on physical records. Theoretically, this study demonstrates that the success of digital records management in schools is not determined by technology alone, but by the integration of technology, human resources, organizational procedures, security and maintenance, and resource support. This reinforces the understanding that digital records management constitutes a socio-technical system involving the interrelationship of applications, personnel, policies, and work practices in supporting records management.

In practical terms, schools need to formulate a digital records SOP that covers the entire records management lifecycle, establish standardized file-naming and classification conventions, provide regular training for administrative staff, strengthen network and device infrastructure, and develop structured security and backup policies. These measures are necessary to ensure that the digital records management system operates in a more integrated, secure, effective, and sustainable manner. This study has limitations in that it was conducted at a single educational institution, and its findings cannot be directly generalized to all schools. Furthermore, the qualitative approach relying on interviews, observation, and documentation did not permit quantitative measurement of digital records management system effectiveness. Future research is encouraged to conduct comparative studies across multiple schools to obtain a broader picture of digital records management implementation in diverse contexts. Subsequent studies could also develop a digital records management integration model or employ mixed methods to examine the relationships among system quality, human resource competency, SOPs, and records management effectiveness. Additionally, action research could be conducted to directly test the impact of implementing a digital records SOP on records management effectiveness.

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