

Student Record Management for Administrative Service Quality at TK DYAS Montessori School

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Abstract

Administrative service quality in early childhood education depends on the accuracy, accessibility, and security of student records. Although school administration has increasingly adopted digital tools, student record management in kindergarten institutions often remains fragmented across manual archives, simple digital files, and informal communication with parents. This study aims to analyze how student record management supports administrative service quality at TK DYAS Montessori School. A descriptive qualitative approach with a case study design was employed. Data were collected through observation, semi-structured interviews, and documentation involving the kindergarten principal, administrative staff, classroom teachers, and parents as supporting informants. Data were analyzed through data condensation, data display, and conclusion drawing, while credibility was strengthened through source, technique, and time triangulation. The findings indicate that student record management supports five administrative service functions: student registration, class administration, reporting, parent–school communication, and institutional documentation. However, the process still faces several constraints, including incomplete student documents, unscheduled data updating, uneven archive classification, partial integration between manual and digital records, and the absence of detailed written procedures. The school has attempted to improve student record management by completing documents, reorganizing archives, preparing digital recapitulations, strengthening coordination among school actors, and developing more standardized administrative procedures. This study concludes that student record management is not merely clerical work but a strategic administrative mechanism for improving service accuracy, work

efficiency, data accountability, and institutional readiness in early childhood education. Theoretically, this study contributes to the literature on school administration and student data governance in kindergarten contexts. Practically, it provides implications for strengthening standardized, integrated, and accountable administrative services in early childhood education institutions.

Keywords: Student Record Management; Administrative Service Quality; Office Administration; Early Childhood Education; School Administration

INTRODUCTION

Administrative service quality is an important indicator of institutional governance in early childhood education. At the kindergarten level, administrative services are closely linked to the accuracy of student identities, completeness of parental data, availability of attendance records, child development documentation, and the school's ability to provide timely information to parents and stakeholders. In this context, student records function not only as documents kept by the school but also as a working basis for registration services, class organization, communication, reporting, and institutional accountability.

The need for reliable student records has become increasingly important because educational institutions are required to provide accurate and up-to-date data. The principle of Satu Data Pendidikan, Kebudayaan, Riset, dan Teknologi emphasizes that educational data should be standardized, integrated, accountable, and continuously updated (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022). This policy direction is consistent with scholarship on data-based decision-making, which views data as a foundation for planning, evaluation, and quality improvement in education (Mandinach & Gummer, 2016; Schildkamp, 2019).

In practice, however, the administrative management of student records in early childhood education is often more complex than it appears. Student records include not only names and registration numbers but also age, family identity, contact numbers, health-related supporting documents when available, attendance, class placement, and child development information. Because kindergarten students are still highly dependent on parents or guardians, administrative accuracy also relies on the willingness and consistency of parents in providing, correcting, and updating information. Student administrative services therefore

require responsive coordination among the principal, administrative staff, teachers, and parents (Chairunissa et al., 2021).

Previous studies have discussed school administration, educational management information systems, and the use of data for decision-making. Research on educational data use shows that data become meaningful only when schools have adequate data literacy, organizational routines, and trust in the data they use (Coburn & Turner, 2011; Datnow & Hubbard, 2016; Hoogland et al., 2016; Wayman et al., 2012). Other studies have emphasized that information system success depends on the quality of data, system usability, service quality, and user satisfaction (Çelik & Ayaz, 2022; DeLone & McLean, 2003; Gürkut & Nat, 2018).

Digitalization has also been identified as an important strategy for improving educational administration. Studies on PAUD and school administration report that digital tools can improve recording, communication, document processing, and reporting efficiency (Brantasari, 2021; Firmansyah et al., 2024; Riinawati, 2024). Nevertheless, technology does not automatically solve administrative problems. Digital transformation requires institutional readiness, user capacity, clear procedures, and alignment between technology and school needs (Forrester, 2019; Mukul & Büyüközkan, 2023; Prasetyo et al., 2023).

Despite this growing body of literature, studies that focus specifically on student record management as a basis for administrative service quality in kindergarten institutions remain limited. Many discussions still place student data within broad information system frameworks or general school administration, whereas kindergarten institutions have distinctive administrative characteristics, including parental involvement, child development documentation, registration document completion, and PAUD reporting needs. Studies on PAUD management also show that institutional problem identification is necessary for improving the quality of services and governance (Noor & Riinawati, 2021; Rasmani et al., 2021).

TK DYAS Montessori School provides a relevant context for examining this issue because the institution manages student records for registration, class administration, communication with parents, and institutional reporting. The school is located in Keruak, Keruak Village, Keruak Subdistrict, East Lombok Regency, and has administrative activities that require systematic coordination among school actors. The novelty of this study lies in repositioning student record management as a component of administrative service quality

rather than merely as a data storage activity. Therefore, this study aims to analyze how student record management supports administrative service quality at TK DYAS Montessori School, including the service functions, constraints, and improvement strategies implemented by the school.

METHODS

This study employed a descriptive qualitative approach with a case study design. The qualitative approach was selected because the study sought to understand student record management as an administrative practice occurring in a natural school setting. This approach enables the researcher to examine processes, meanings, interactions, and institutional routines that cannot be adequately captured through numerical indicators alone (Creswell, 2014; Merriam & Tisdell, 2016). A case study design was used because the research focused on one institution as a bounded case and explored its administrative practices in depth (Yin, 2018).

The research was conducted at TK DYAS Montessori School, located in Keruak, Keruak Village, Keruak Subdistrict, East Lombok Regency. The location was selected purposively because the school conducts student administrative activities relevant to the research focus, including student registration, document collection, student record storage, attendance administration, parent communication, and institutional reporting. The research was carried out over one week in March 2024, covering preparation, data collection, data checking, analysis, and report writing.

The research informants consisted of the kindergarten principal, administrative or office staff, classroom teachers, and parents of students as supporting informants. Informants were selected through purposive sampling because they were directly or indirectly involved in the production, use, verification, or updating of student records. The inclusion criteria were knowledge of student administration, involvement in record management or data use, understanding of student document storage procedures, and willingness to provide information relevant to the research focus.

The study used primary and secondary data. Primary data were obtained through observations of administrative practices and interviews with informants. Secondary data were obtained from institutional documents, including student registration forms, student master books, student lists, class records, attendance lists, parent or guardian documents,

administrative archives, and other supporting documents available at the school. The researcher served as the main instrument, while supporting instruments included an observation guide, a semi-structured interview guide, and a documentation review sheet.

Data collection was carried out through observation, semi-structured interviews, and documentation. Observation focused on the administrative workflow, archive arrangement, data retrieval, and the use of student records in school services. Interviews explored the process of collecting, recording, storing, updating, securing, and using student records, as well as the constraints experienced by school actors. Documentation was used to examine the types of student records available and to compare them with information obtained through observation and interviews.

Table 1. Research Focus, Indicators, and Data Sources

Research Focus	Indicators	Data Sources
Student record collection	Student identity, parental data, registration documents, and supporting files	Observation, interviews, documentation
Record classification and storage	Physical archives, digital files, archive categories, security, and retrieval procedures	Observation, documentation
Data updating and validation	Changes in address, contact numbers, student status, attendance, and class data	Interviews, documentation
Administrative service use	Registration services, class administration, reports, parent communication, and institutional documentation	Observation, interviews, documentation
Administrative constraints	Incomplete records, unscheduled updating, fragmented archives, limited SOPs, and coordination issues	Interviews, observation
Improvement strategies	Document completion, archive arrangement, digital recapitulation, role coordination, and SOP preparation	Interviews, documentation

Data were analyzed using the qualitative analysis model of Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing and verification. During data condensation, observation notes, interview results, and documentation findings were selected and grouped according to the research focus. During data display, findings were organized into narrative descriptions, tables, and matrices. During conclusion drawing and verification, emerging patterns were interpreted and checked against the available data so that the conclusions remained grounded in the findings.

Data trustworthiness was strengthened through source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing information from the principal, administrative staff, classroom teachers, parents, and school

documents. Technique triangulation was conducted by comparing observation, interview, and documentation data. Time triangulation was used when information required reconfirmation at different moments during the data collection period. These procedures were applied to improve the credibility and consistency of the findings (Creswell, 2014; Merriam & Tisdell, 2016).

RESULTS

The findings are presented according to the research focus: the administrative service context, the forms of student record management, the contribution of records to administrative service quality, constraints in record management, improvement strategies, and negative data or anomalies. This section reports factual findings obtained from observations, interviews, and documentation and does not yet present theoretical interpretation.

Administrative Service Context at TK DYAS Montessori School

TK DYAS Montessori School is an early childhood education institution located in Keruak, Keruak Village, Keruak Subdistrict, East Lombok Regency. Administrative activities are carried out through coordination among the principal, administrative staff, and classroom teachers. Parents also have an important role because several student records originate from information and documents submitted by parents or guardians.

Student records are used to support new student admission, preparation of class documents, attendance administration, parent-school communication, school reporting, and institutional documentation. The records managed by the school include student identity data, parent or guardian data, registration documents, attendance lists, class data, and child development-related documents available in school administration. These findings indicate that student records are directly connected to the quality of administrative services.

Forms of Student Record Management

Student record management begins with document collection during registration. Parents or guardians submit information about the child's identity, family identity, address, contact number, and other supporting documents required by the school. The data are then recorded in administrative documents such as the student master book, student lists, class records, and attendance documents.

Record storage is carried out through physical archives and simple digital files. Physical documents are kept in folders, binders, or filing cabinets, while digital records are stored on computers or other storage media used by the school. The use of both manual and digital formats helps the school maintain backup records, although synchronization between the two formats still requires stronger control.

Data updating is conducted when the school receives information about changes in student or parental data. Updates may relate to contact numbers, addresses, student status, or other information needed for administrative services. However, updating has not yet been fully scheduled as a periodic administrative routine and often depends on information provided by parents or teachers.

Table 2. Student Record Management and Administrative Service Functions

Record Management Component	Administrative Service Function	Main Finding
Document collection	New student admission and initial verification	Initial records are obtained from parents during registration.
Data recording	Student master book, class list, and attendance administration	Recorded data become the basis for class and school documents.
Archive storage	Document retrieval and institutional documentation	Physical and digital storage are used, but classification still needs strengthening.
Data updating	Accurate communication and current reporting	Updating occurs when changes are reported, but periodic checking is not yet optimal.
Data utilization	Parent communication, reports, accreditation, and administrative decisions	Student records support service accuracy and institutional accountability.

Contribution to Administrative Service Quality

Student record management contributes to administrative service quality in five main ways. First, complete records help the school verify student identity and registration status more quickly. Second, orderly records support class administration, attendance preparation, and teacher access to basic student information. Third, student records support school reporting and institutional documentation because the required information can be traced more easily. Fourth, updated parent contact data support communication between the school and parents. Fifth, systematic records support accountability because the school can show evidence of administrative processes when needed.

The findings also show that the quality of administrative services is influenced by the consistency of record classification and updating. When documents are complete and easy to locate, administrative work becomes more efficient. Conversely, when data are incomplete or stored in different formats without clear synchronization, staff need additional time to verify, search, and compare records.

Constraints in Student Record Management

Several constraints were identified. The first constraint was incomplete student documents during registration. Some supporting documents were not submitted immediately, requiring the school to reconfirm and collect them later. The second constraint was unscheduled data updating. Changes in parental contact numbers, addresses, or student status were not always reported immediately, which created the possibility of outdated records.

The third constraint was archive classification. Although documents were stored in school archives, classification by academic year, class group, document type, or student name was not yet fully systematic. The fourth constraint was the partial integration of manual and digital records. Some records were available in physical form, while others were recapitulated digitally. This condition can create discrepancies if updates are not made consistently in both formats. The fifth constraint was the absence of detailed written SOPs regulating record collection, validation, storage, updating, access, and security.

Improvement Strategies Implemented by the School

The school has implemented several improvement strategies. First, incomplete documents are followed up through communication with parents or guardians. Second, archives are gradually reorganized based on categories such as academic year, class group, document type, and student name. Third, the school uses simple digital recapitulation to help store and locate frequently used data. Fourth, coordination among the principal, administrative staff, and classroom teachers is strengthened because teachers often receive updated information from parents earlier than administrative staff. Fifth, the school has begun to formulate more standardized administrative procedures for student record management.

These improvement efforts show that the school recognizes student records as part of service quality. However, the findings indicate that improvement should be continued

through a written SOP, a periodic data updating schedule, a validation checklist, clearer access rights, and synchronization between physical and digital archives.

Table 3. Constraints and Improvement Priorities in Student Record Management

Aspect	Constraint Found	Improvement Priority
Document completeness	Some documents were incomplete during registration.	Use a document checklist and follow-up confirmation with parents.
Data updating	Data changes were not always reported or checked periodically.	Set a scheduled updating and validation mechanism.
Archive classification	Files were not yet fully grouped systematically.	Classify archives by academic year, class, document type, and student name.
Manual-digital integration	Physical and digital records were not always synchronized.	Use one master recapitulation file and update both formats consistently.
SOP availability	Detailed written procedures were not yet optimal.	Develop SOPs for collection, validation, storage, updating, access, and security.
Internal coordination	Record updates required coordination among several school actors.	Clarify task division between principal, administrative staff, and teachers.

Student Record Management Flow

The student record management flow identified in the school can be described as follows:

**Document Collection -> Data Recording -> Record Classification ->
Manual and Digital Storage -> Data Updating and Validation -> Administrative
Service Use -> Evaluation and Improvement**

Figure 1. Student Record Management Flow at TK DYAS Montessori School

The flow indicates that student record management is a continuous administrative cycle. It does not end with storage because stored data must be updated, validated, used, and evaluated to support administrative service quality.

Negative Data and Anomalies

Three negative data points or anomalies were found. First, some records were incomplete during the initial registration process. Second, data updating was not always conducted routinely because the school depended on information from parents or guardians. Third, there was potential inconsistency between manual and digital records when changes were not updated simultaneously. These anomalies do not indicate that the administrative system failed; rather, they show that student record management still requires stronger validation, synchronization, and procedural control.

DISCUSSION

The findings show that student record management at TK DYAS Montessori School is closely related to administrative service quality. Student records are used to verify registration data, prepare class documents, support attendance administration, communicate with parents, complete reports, and provide institutional evidence. This confirms that student records are not merely passive archives but active administrative resources. In the perspective of data-based decision-making, records become meaningful when they are accurate, accessible, interpreted properly, and used to improve institutional services (Hoogland et al., 2016; Mandinach & Gummer, 2016; Nurzen, 2022; Schildkamp, 2019).

The study also confirms that data quality is a central element of administrative service quality. Incomplete, outdated, or fragmented records can slow service processes and reduce the reliability of school documentation. This finding is consistent with the DeLone and McLean information systems success model, which links system success to information quality, system quality, service quality, use, user satisfaction, and net benefits (DeLone & McLean, 2003). Empirical studies on student information systems similarly emphasize that information reliability, ease of use, and service quality affect user satisfaction and institutional effectiveness (Çelik & Ayaz, 2022; Gürkut & Nat, 2018).

The use of manual and digital records in the school reflects a transitional administrative model. Manual archives remain important because they contain original documents and physical evidence, while digital recapitulations make data retrieval and reporting more efficient. This finding aligns with studies that report the potential of digitalization to improve administrative efficiency in PAUD and school services (Brantasari, 2021; Firmansyah et al., 2024; Riinawati, 2024). However, the partial integration of manual and digital records shows that technology needs to be accompanied by clear procedures, user capacity, and institutional readiness (Forrester, 2019; Mukul & Büyüközkan, 2023; Prasetyo et al., 2023).

The absence of detailed SOPs is an important issue because administrative services require consistency. Without written procedures, the collection, recording, storage, updating, and use of student records may depend on individual habits rather than institutional standards. From an organizational perspective, data use in education is shaped by routines, leadership, professional capacity, and shared expectations (Coburn & Turner, 2011; Datnow

& Hubbard, 2016; Wayman et al., 2012). Therefore, SOP development is not a mere technical requirement but a mechanism for building administrative reliability and continuity.

The kindergarten context gives this study a distinctive contribution. Student record management in early childhood education differs from higher levels because children's data are closely connected with parental involvement, developmental records, age-based class placement, and communication with families. Studies on early childhood education management emphasize that institutional problem identification and service improvement are needed to strengthen PAUD governance (Noor & Riinawati, 2021; Rasmani et al., 2021). In this context, administrative service quality should be understood as part of educational service quality because accurate records help teachers and school leaders respond to children's and parents' needs.

The findings also show that leadership and coordination are essential. The kindergarten principal needs to ensure that student record management is treated as a shared institutional responsibility rather than the isolated work of administrative staff. Classroom teachers are important because they interact directly with students and parents, while administrative staff maintain records and documents. Innovative leadership in PAUD is needed to guide administrative change, digital adaptation, and service improvement (Djafri et al., 2020).

The theoretical implication of this study is that office administration in educational institutions should be viewed as an information-based service system. Record management connects clerical activities with service quality, accountability, and data-based decision-making. This perspective complements the literature on data use in education, which stresses that decisions based on data require valid information, professional judgment, and organizational support (Mandinach & Schildkamp, 2021; Vanlommel et al., 2017; van Geel et al., 2017).

The practical implication is that TK DYAS Montessori School needs to develop a more systematic student record management model. This model should include a document checklist for new students, an archive classification system, a periodic updating schedule, a validation mechanism, access-right regulation, digital backup, and a written SOP. These steps would help improve the speed, accuracy, security, and accountability of administrative services. At the school policy level, these efforts should be aligned with the national principle

of integrated and accountable educational data governance (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

This study has several limitations. First, it focused on one kindergarten institution, so the findings are not intended for broad statistical generalization. Second, the study used a qualitative descriptive approach and did not measure administrative service quality quantitatively. Third, the findings depended on the documents, observations, and interviews available during one week of fieldwork. Future studies may compare several PAUD institutions, develop service quality indicators for student record management, or test a simple digital model designed for kindergarten administrative capacity.

CONCLUSION

This study concludes that student record management at TK DYAS Montessori School supports administrative service quality through five main functions: registration verification, class administration, institutional reporting, parent-school communication, and documentation accountability. Student records become useful when they are complete, accurately recorded, securely stored, regularly updated, and accessible to authorized school actors. Thus, record management should be understood not only as clerical work but also as a strategic administrative mechanism for improving service accuracy, work efficiency, and institutional readiness in early childhood education.

The study found several constraints, including incomplete student documents, unscheduled data updating, archive classification that is not yet fully systematic, partial integration between manual and digital records, and the absence of detailed written SOPs. The improvement efforts implemented by the school include document completion through parent communication, archive reorganization, simple digital recapitulation, strengthened coordination among the principal, administrative staff, and teachers, and the development of more standardized procedures.

The contribution of this study lies in its emphasis on the relationship between student record management and administrative service quality in a kindergarten context. Practically, the school is advised to develop a written SOP, use a document checklist, conduct periodic data validation, synchronize manual and digital records, and clarify access rights and task division. Future research should involve more PAUD institutions, use mixed methods to

measure administrative service quality, and develop a simple student record management model that is appropriate for the capacity and needs of early childhood education institutions.

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