



Digitalization of Management and Correlation With The Quality of Student Administration Services

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ABSTRACT

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This study examines the correlation between management digitalization and the quality of student administration services at Senior High Schools. Digital management involves leveraging technology to transform educational resources from analog to digital, including attendance, e-report cards, and learning platforms, and to enable AI for personalization, data storage, and IoT for facility monitoring. Student administration encompasses planning, student admissions, attendance, discipline, and the Student Council (OSIS). A quantitative, descriptive correlational approach was used with 261 eleventh-grade students selected using the Slovin formula. Data were obtained through a Likert-scale questionnaire and analyzed using instrument testing (validity and reliability), classical assumption tests (normality and linearity), and correlation/determination tests. The results indicate a high level of management digitalization (average 3.97) and high service quality (3.85). There was a strong and significant positive correlation ($r = 0.806$, $p = 0.001 < 0.05$), with digitalization explaining 65% of the variation in service quality ($R^2 = 0.650$). In conclusion, optimizing digitalization improves efficiency, transparency, and responsiveness, although improvements in response speed, assurance, and empathy are needed for staff. Findings were limited to this school.

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INTRODUCTION

In today's digital era, technology has become a critical factor influencing nearly every aspect of human life, including communication, information, transactions, entertainment, and education (Danuri, 2019). This digital transformation has led to the emergence of the "Industry 4.0" concept, which emphasizes the integration of digital technology as a foundation for social and economic activities. Its impact is particularly evident in the education sector, where schools are required to adapt to the growing demand for rapid, efficient access to information (Suryaningrat et al., 2025). The millennial generation, accustomed to digital innovation, demands more responsive and transparent educational services (Masinambow et al., 2025). Through digitalization, data can be converted into digital forms, facilitating storage, processing, and sharing

across various digital platforms (Dwi Sakti et al., 2024). Consequently, the development of digitally based school management can enhance the quality of administrative services, accelerate processes, and meet societal expectations for transparency, accountability, and efficiency. This underscores the importance of studying the relationship between management digitalization and the quality of student administrative services, as it directly impacts the effectiveness and satisfaction of school stakeholders.

The concept of management digitalization is supported by the theory of Verhoef et al. (2021), which posits that three main factors drive digitalization: digital technology, digital competence, and digital consumer behavior. Digital management involves applying technology, software, and automation to organizational processes to improve productivity and service quality (Zahroh & Furqon, 2025). In the context of management, G.R. Terry asserts that management is a process encompassing planning, organizing, motivating, implementing, and supervising activities to achieve specific objectives through a combination of science and art (Gustini & Wulandari, 2020). Managerial activities are carried out by individuals who exert maximum effort through pre-planned management actions (Hermawan et al., 2020). Meanwhile, service quality is defined as the level of excellence driven by customer expectations, encompassing the dimensions of Reliability, Tangibles, Responsiveness, Assurance, and Empathy (Zeithaml et al., 1988; Zaini, 2022). The application of these theoretical foundations enables a systematic evaluation of the impact of digitalization in management on student administrative service quality.

Despite the potential benefits, implementing digitalization in schools faces considerable challenges. Senior high schools, as institutions adopting digital systems, have implemented platforms and management applications to facilitate academic and operational administration (Suryaningrat et al., 2025; Wahyudin et al., 2024). However, limitations in human resources who lack proficiency in digital system operation, suboptimal infrastructure, and adaptation barriers among administrative staff create a gap between the expected and actual quality of service. Students and parents demand administrative services that are fast, transparent, and accountable, yet technical and human resource constraints impede achieving these standards. In other words, although digital technologies are available, the quality of administrative services is not yet optimal, underscoring the need for empirical research to determine how digital management can enhance service effectiveness.

Previous studies indicate a positive relationship between digitalization of management and human resource performance in schools. Nurul Hidayanti (2021) reported a strong and significant correlation between management digitalization (average 4.35; very good) and educational personnel productivity

(average 4.25; very good), with a contribution of 57.9%. These findings suggest that digitalization improves work efficiency and productivity. However, the study primarily focused on staff performance rather than the quality of student administrative services. This limitation reveals a research gap, as the effects of digitalization on the primary users of administrative services students have not been empirically examined. Hence, while digitalization is beneficial, there remains a critical need to explore its impact on the quality of student administrative services.

Furthermore, most prior studies employed descriptive and verification approaches to assess the productivity of educational personnel. Research focusing on student administrative service quality remains limited, particularly using descriptive correlational methods. This study addresses this gap by examining a new dependent variable, student administrative service quality, which encompasses the reliability, responsiveness, and empathy of administrative staff. The study's position is significant because it contributes to the digital education literature by providing empirical evidence on the effectiveness of management digitalization in enhancing student satisfaction and experience. By identifying inhibiting factors and improvement strategies, the research enables schools to design more responsive, accountable, and efficient digital administration systems, thereby strengthening the theoretical understanding of digitalization in management in educational contexts.

The novelty of this study lies in its focus on the dependent variable, namely student administrative service quality, which has rarely been investigated empirically. Unlike previous studies that emphasize staff productivity, this research employs a descriptive correlational approach to examine the relationship between management digitalization and service quality. Additionally, it specifically highlights the inhibiting factors in implementing digitalization within digitally oriented schools, making the findings highly applicable to school management practices. The research is crucial, as it allows direct evaluation from the perspective of service user students and serves as the primary indicator of administrative quality. Consequently, this study provides both theoretical and practical contributions by demonstrating how digitalization can improve efficiency, transparency, and user satisfaction in school administrative services.

Based on this background, the research question is formulated as follows: how does digitalization of management affect the quality of student administrative services in senior high schools? The provisional hypothesis posits that digitalization of management has a positive and significant effect on administrative service quality. This argument is grounded in the assumption that improvements in technological capacity, staff digital competence, and students'

digital consumer behavior will result in faster, more accurate, and responsive services. The study aims to measure the correlation between digitalization of management and service quality, while identifying areas for improvement. Its contribution is to provide empirical evidence enabling schools to optimize digital management systems, increase user satisfaction, and reduce the gap between expected and actual administrative service performance.

METHOD

This research uses a quantitative approach. Quantitative approaches utilize measurements, calculations, formulas, and the certainty of numerical data in planning, processing, hypothesis development, techniques, data analysis, and concluding. The research method used in this study is descriptive correlational interrelationship. According to Fraenkel and N.E. (2008), correlational research is a study to determine the correlation between two or more variables without any attempt to influence them thus preventing manipulation of the variables.

The author selected 11th-grade students from SMA Negeri 1 and SMA Negeri 11 in Bandung City for this study, as these students were considered to have sufficient cognitive maturity and communication skills to complete the research instrument effectively. The study population consisted of 817 respondents. The researcher chose the Slovin formula with an error rate of 5%. From the calculations, 261 respondents were obtained.

This study employed a descriptive correlational method with a quantitative approach. Data were collected through a Likert-scale questionnaire distributed to student respondents. Data analysis techniques included instrument testing: 1) Expert Validation, which is the process of checking the validity of a research questionnaire by an expert to ensure that the questionnaire is suitable for use and can be distributed to respondents. 2) Readability, The test was distributed online to 10 respondents, other than the original respondents, according to school level, via a Google Form link. This readability test was conducted to ensure that all statements in the questionnaire were easily understood by respondents, thus facilitating their answering. 3) Validity, Ghozali (2009) states that validity tests are used to measure the validity of a questionnaire. A questionnaire is said to be valid if its questions can reveal what it is intended to measure. 4) Reliability, Ghozali (2009) states that reliability is a tool for measuring a questionnaire, which is an indicator of a variable or construct. A questionnaire is considered reliable if a person's responses to the statements are consistent and stable over time. 5) partial analysis per indicator, Then the indicator will be calculated until the average value is found using the formula.

Classical assumption testing: 1) Normality, to determine whether the calculated data can be used or not. The basis for decision-making in the normality

test is if sig. (significance) < 0.05, then the data is not normally distributed. If sig. (significance) > 0.05, then the data is normally distributed (Aditya Setyawan, 2021; Wahyudin et al., 2023). 2) linearity, The aim is to determine whether two or more variables being tested have a significant linear correlation. This test is typically used as a prerequisite in correlation analysis or linear regression (Setiawan & Yosepha, 2020; Murtadho et al., 2023). Hypothesis testing: 1) Correlation techniques. Correlation analysis is a statistical method used to measure the degree of association between two variables . 2) determination testing, The coefficient of determination (R2) essentially measures the extent to which the model can explain the variation in the dependent variable .

RESULTS AND DISCUSSION

Partial Analysis of Indicators

Interpretation of variable X (Digitalization of Management)

Table 1. Interpretation Results of Variable X

Indicator	Mean	Category
Digital Technology	3,88	High
Digital Competition	3,97	High
Digital Consumen Behavior	4,06	High
Overall Average	3,97	High

Based on the table above, the average value of the Management Digitalization indicator is 3.97. This value falls into the "High" category because it falls within the range of 3.40-4.19. This value is obtained from indicators related to Management Digitalization. Therefore, it can be said that student responses to the indicators in the management digitalization variable (X) can be categorized as "High.

Interpretation of variable Y (Quality of Student Administration Services)

Table 2. Interpretation Results of Variable Y

Indicator	Mean	Category
Reability	3,89	High
Tangibles	4,11	High
Responsiveness	3,81	High
Assurance	3,75	High
Empathy	3,70	High
Overall Average	3,85	High

According to the table, the average value of variable Y is 3.85. This value is included in the "High" category because it is in the range of 3.40 - 4.19. This

value is obtained from the statement contained in the Improving the Quality of Administrative Services indicator. Therefore, the student's response to the indicator in the Improving the Quality of Administrative Services variable (Y) can be categorized as "High".

Analysis Prerequisite Test (Classical Assumption Test)

Normality Test

Table 3. Data Normality Test Results

		Unstandardized Residual
N		261
Normalitas Prameters ^{a,b}	Mean	.0000000
	Std. deviation	3.83749885
Most extreme differences	Absolute	.045
	Positive	.034
	Negative	-.045
Test statistic		.045
Asymp. Sig. (2-tailed)		.200 ^d
Monte Carlo Sig. (2-tailed)	Sig.	.231

Based on the table 3, the results of the Kolmogorov-Smirnov normality test calculated using SPSS 27 obtained a result of 0.200, which means that variable X, namely Digitalization of Management and Variable Y, namely Improving the Quality of Student Administration Services, are normally distributed, because they have a significance value of $0.200 > 0.05$. Therefore, the residual value is normally distributed.

Linearity Test

Table 4. Data Linearity Test Results

			Sum of squares	df	Mean Square	f	Sig
Quality of Student Administration Services	Between group	(combined)	7603.813	28	271.565	18.814	<.001
		Linearity	7123.688	1	7123.688	493.528	<.001
		Deviation linearity	480.125	27	17.782	1.232	.206
Digitalization of Management	Within groups		3348.738	232	14.434		
Total			10952.552	260			

Based on the linearity test results in Table 4, calculated using SPSS, a significance value of 0.001 was obtained, indicating a significant linear correlation between variables X (Digitalization of Management) and Y (Quality of Student Administration Services), as the significance value is smaller than 0.05. Thus, it can be concluded that the correlation between Digitalization of Management and Improving the Quality of Administrative Services is linear, and that the linear regression model is suitable for this study.

Hypothesis Testing Correlation Test

Table 5. Correlation Test Results between Data

		Digitalization of Management	Quality of Student Administration Services
Digitalization of Management	Pearson Correlation	1	.806
	Sig. (2-tailed)		<.001
	N	261	261
Quality of Student Administration Services	Pearson Correlation	.806	1
	Sig. (2-tailed)	<.001	
	N	261	261

Based on the Pearson correlation test results in Table 5, a significant correlation exists between variable X (Management Digitalization) and variable Y (Student Administration Service Quality). The significance value is 0.001, which is less than 0.05 ($0.001 < 0.05$). This indicates that the correlation between the two variables is statistically significant.

Furthermore, the Pearson correlation coefficient obtained is 0.806. This value falls within the range of 0.80–1.000, indicating a very strong correlation. Because this correlation is positive (not negative), the correlation between Management Digitalization and Student Administration Service Quality is unidirectional. This means that the higher the Management Digitalization, the higher the improvement in Student Administration Service Quality.

Therefore, the alternative hypothesis (H_a) is accepted, as there is a significant, positive correlation between Management Digitalization and Improvement in Student Administration Service Quality.

Determination coefficient test

Table 6. Results of the Efficiency of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806 ^a	.650	.649	3.845

Based on the Model Summary table, the correlation coefficient (R) is 0.806, indicating a fairly strong, positive correlation between Management Digitalization (variable X) and Improvement in the Quality of Student Administration Services (variable Y). This means that the higher the Management Digitalization, the better the Improvement in the Quality of Student Administration Services.

The coefficient of determination (R Square) of 0.650, or 65%, indicates that 65% of the variation or change in the Improvement in the Quality of Administrative Services can be explained by Management Digitalization. The remaining 35% is explained by variables outside the model that were not examined in this study. These variables may include campus information systems, work culture, leadership style, technological support, individual motivation, and other external factors.

Besides that, the Adjusted R Square value of 0.649 indicates that after adjusting for the number of variables and sample size, the regression model still shows that Management Digitalization has a fairly consistent influence on Improving the Quality of Administrative Services. This indicates that the model does not experience overfitting. The Standard Error of the Estimate value of 3.845 indicates the average prediction error in the model. This value remains reasonable in the context of social and educational research, so the regression model is suitable for explaining the correlation between variables X and Y in this study.

Discussion

The findings of this study show that the digitalization of management, as measured through the Digital Technology, Digital Competition, and Digital Consumer Behavior indicators, was implemented at a high level and positively perceived by students. The Digital Consumer Behavior score (4.06, high) suggests that stakeholders are generally comfortable and satisfied with digital services, consistent with research by Solahudin et al. (2025) which found that digital-based administration systems significantly improve service speed, data accuracy, and transparency in school settings. This supports the view that digital tools are not merely technical add-ons but central components of administrative efficiency in schools, aligning with broader findings that information system implementation

enhances administrative service quality when combined with human resource competence (Widiatmo et al., 2025). However, as in several studies on digital transformation in education, challenges remain, particularly related to digital understanding, infrastructure constraints, and the need for continuous skill development (Oliveira, K. K. D. S., & De Souza, R. A., 2022). This suggests that while the technological foundation is strong, the human and organizational dimensions of digitalization require further investment to realize the service potential fully.

Regarding the quality of student administration services, results indicate that Tangibles scored highest (4.11), whereas Empathy was lowest (3.70), though still in the high category. These dimensions confirm that the physical and technological aspects of service provision are relatively well developed, but that the interpersonal and responsiveness aspects need improvement. This pattern parallels findings in broader educational administration research, where digitalization alone does not guarantee optimal service quality unless supported by staff responsiveness and customer-oriented behaviors (Schiavone et al., 2023). Additionally, systematic literature reviews on quality management in Indonesian education emphasize the continued importance of SERVQUAL dimensions, even in digital contexts, underscoring that tangible facilities, reliability, and empathy remain essential for stakeholder satisfaction (Dzakwan, M. A., & Ubit, F., 2025). Thus, while technological advancements can streamline processes, they must be balanced with ongoing investments in human relationships and customer service practices to achieve holistic improvements in administrative quality.

The strong, statistically significant correlation between management digitalization and service quality ($r = 0.806$, $p < 0.05$) confirms that digitalization is not an isolated phenomenon but a driver of improved administrative quality. This empirical relationship aligns with global evidence that digital transformation initiatives improve educational administrative performance when strategically integrated into organizational workflows (Al-Shamsi, I. R., 2025). The coefficient of determination ($R^2 = 0.650$) further indicates that a significant portion of variance in service quality is explained by digitalization, highlighting its dominant role. Nevertheless, the remaining 35% of unexplained variance points to other critical factors, such as institutional policies, human resource training, and contextual characteristics, that interact with digitalization to shape outcomes. Theoretically, this underscores the need for integrated models that combine technology adoption theories with service quality frameworks to understand better how digitalization influences complex service ecosystems in education.

From a practical standpoint, the results suggest that school administrators and policymakers should focus not only on adopting digital systems but also on strengthening digital literacy, responsive service protocols, and user-centered design in administrative platforms. For instance, consistent with studies on digital administration optimization, improvements in training, infrastructure enhancement, and participatory implementation strategies are essential to maximize the benefits of digital systems (Beitelmal, W., & Alruwaythi, O., 2025). Failure to address these human and organizational components could limit the potential impact of digitalization on quality outcomes. Furthermore, the study's findings highlight the necessity of tailoring digital services to individual needs a point echoed in research emphasizing personalized and responsive digital service designs in educational contexts.

This research contributes to the literature by empirically linking management digitalization with administrative service quality specifically within the secondary education domain, addressing a gap identified in earlier studies that primarily focused on staff performance or productivity rather than service experience. The novelty lies in applying a descriptive correlational approach to examine this relationship and in identifying specific areas for improvement in both technology use and service delivery practices. The impact of this study extends beyond theoretical insights; it provides actionable evidence for school leaders, digital system developers, and education policymakers seeking to design more effective, transparent, and user-friendly administrative environments, ultimately enhancing stakeholder satisfaction and institutional effectiveness.

CONCLUSION

The study's key findings indicate that digitalization of management significantly enhances the quality of student administrative services. The analysis of management digitalization (variable X) revealed a high level of implementation, reflected in ease of administrative processes, effective communication, collaborative workflows, and strong data security, which collectively increase user satisfaction. Similarly, the quality of student administrative services (variable Y) was rated high, with adequate facilities, responsive service, reliable security, and positive empathy. However, certain areas such as equipment availability and operational hours require further improvement. The statistical analysis demonstrated a strong, significant positive correlation ($r = 0.806$, $p < 0.05$) and a coefficient of determination ($R^2 = 0.650$), indicating that digitalization accounts for 65% of the variance in service quality. At the same time, other organizational factors, including human resources, institutional policies, and infrastructure influence the remaining 35%. These

results highlight the critical role of digital transformation in fostering efficient, transparent, and user-centered administrative services in senior high schools.

This study contributes to the academic literature by empirically linking digitalization of management to measurable improvements in administrative service quality, emphasizing both theoretical and practical implications for educational management. The research strengthens the conceptual understanding of digitalization as a determinant of service effectiveness, particularly through the integration of service quality dimensions such as assurance and empathy. Nevertheless, the study has limitations, including a restricted sample scope limited to two schools and the use of only two variables, which may limit generalizability. Future research should broaden the scope to include diverse public and private schools, incorporate additional variables, such as organizational culture and leadership style, and consider mixed-methods approaches to gain deeper insights into the mechanisms by which digitalization influences administrative service quality.

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