



Adaptive Hybrid Archival Management and Educational Personnel Performance: Evidence from a Pesantren-Based Madrasah in Indonesia

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ABSTRACT

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Archival management is essential to governance because records support accountability, institutional memory, and service quality. However, pesantren-based madrasahs often face fragmented procedures, limited storage, and uneven digital capacity. This study aims to analyze archival management and its contribution to personnel performance at Madrasah. A qualitative descriptive design was employed using purposive sampling. Data were collected through interviews, observation, and document analysis, then analyzed using the Miles, Huberman, and Saldaña interactive model. The findings show that archival planning is adaptive and based on needs. Records are classified by type and year, but written SOPs are unavailable. Archival implementation combines manual and digital systems, creating a hybrid model. Collaborative task distribution supports administrative continuity. Periodic supervision improves document order, although evaluation remains informal. Organized archives accelerate retrieval, improve information accuracy, and support BOS reporting, examinations, accreditation, and services. Nevertheless, limited storage, incomplete digitization, and uneven digital competence reduce efficiency. The study implies that hybrid archival governance can sustain performance under resource constraints. Strengthening SOPs, staff competence, digital integration, and evaluation is essential for accountable and sustainable madrasah administration.

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INTRODUCTION

Archival management is a key element of educational governance because institutional records serve as evidence of administrative activities, support decision-making, and preserve organizational memory. Schools continuously produce records related to admissions, assessment, staffing, finance,

accreditation, and correspondence. When managed properly authentic, complete, secure, and accessible these records improve accountability, service quality, and institutional continuity. Conversely, weak records management leads to delays, incomplete information, and inconsistent decisions. Prior studies confirm that systematic records management strengthens institutional performance, while the absence of clear policies and procedures reduces information reliability (Adom-Nyankey & Andoh, 2022; Bajwa & Rafiq, 2025; Simwaka et al., 2025). Therefore, archival management should be viewed as governance infrastructure, not merely clerical work.

Archival management is also shaped by legal, technological, and ethical demands. Indonesian Law No. 43 of 2009 requires archives to be authentic, secure, and accessible. Digital transformation further increases these requirements because electronic records need strong systems, clear authority, and proper retention controls. Studies show that successful digital records management depends on regulation, standard procedures, and institutional readiness, not only technology adoption (Azmi, 2024; Ramudin et al., 2024). Similar findings highlight that compliance relies on policies, staff competence, and managerial support (Al-Alawi, 2025; Matlala & Ncube, 2025). In Islamic education, these principles align with Surah Al-Baqarah 2:282, which emphasizes accurate and responsible documentation.

Despite its importance, archival management in many educational institutions remains weak, manual, and unstandardized. Common issues include limited storage, poor classification, unclear retention rules, and inadequate digital systems. These problems disrupt the full archival cycle from creation to disposition. Research shows that the absence of formal policies and infrastructure leads to poor file control and delayed retrieval (Adom-Nyankey & Andoh, 2022; Simwaka et al., 2023). Although digital tools can help, they also require staff competence, security systems, and organizational readiness; without these, technology alone is insufficient (Matlala & Ncube, 2025; Modiba, 2025).

These challenges are also found at Madrasah, a pesantren-based Islamic junior high school. Preliminary observations show limited storage space, manual filing systems, weak classification, and low use of digital tools. As a result, document retrieval often depends on individual memory rather than a structured system, increasing risks of document loss, duplication, and delays. Differences in staff experience also create inconsistencies in record handling. These conditions are increasingly problematic as schools are expected to provide fast, accurate, and transparent administrative services.

Previous studies in Indonesia show similar patterns. Dilla and Werdiningsih (2023) found that structured archival processes improve administrative efficiency at SMKN 2 Ponorogo. Jali et al. (2024) reported that although archival procedures exist in MTs Darul Ulum Kubu Raya, limited facilities and document accumulation still hinder management. Wardah et al.

(2024) found that digital systems such as Si Mumtaz improve efficiency, although storage limitations remain. Fathurrohman et al. (2023) also showed that IT-based records management improves service quality and work effectiveness. These studies confirm the importance of structured and technology-supported archival systems.

However, most existing research focuses on technical procedures, compliance, or digital systems, with limited attention to how managerial processes influence staff performance. International studies also emphasize infrastructure, policy, and technology, but rarely explain how planning, organizing, supervision, and coordination affect daily archival work (Al-Alawi, 2025; Bajwa & Rafiq, 2025; Matlala & Ncube, 2025; Simwaka et al., 2025). This gap is more evident in pesantren-based madrasahs, where traditional practices and modern administrative demands coexist.

This study positions archival management as an integrated managerial system that supports personnel performance. It applies planning, organizing, actuating, and controlling functions and links them with the archival life cycle (creation, classification, storage, retrieval, and disposition). Personnel performance is assessed through effectiveness, efficiency, and work quality. This approach integrates administrative management with Islamic values such as responsibility, discipline, and accountability.

Based on this gap, the study examines: (1) how archival management is planned, (2) how it is implemented in administrative work, and (3) how it contributes to staff performance at Madrasah. The study argues that effective archival management requires clear procedures, competent staff, adequate facilities, and consistent supervision. It contributes theoretically to Islamic educational management and practically to improving archival systems in pesantren-based schools.

RESEARCH METHODS

This study used a qualitative descriptive design to obtain a contextual and detailed understanding of archival management and its perceived contribution to educational personnel performance, focusing on participants' experiences and institutional practices without testing causal relationships or generalizing statistically (Hall & Liebenberg, 2024; Bazen et al., 2021). The researcher acted as the main instrument, engaging directly in the field while maintaining reflexive notes to document decisions and interpretations. Participants were selected through purposive sampling because of their direct involvement in archival management or use of archival services, ensuring information-rich data (Knott et al., 2022; Negrin et al., 2022). The participants included the principal, head of administration, administrative staff, vice principals, and selected students, with staff required to have at least two years of experience, while students were included based on service experience and willingness to participate.

The study was conducted at MTs Lubbud Labib Maron Probolinggo, an Islamic junior secondary school in East Java, Indonesia, which integrates pesantren-based values with modern administrative demands. The site was chosen purposively because it represents a relevant context for studying archival management in a pesantren-based institution, shows identifiable archival challenges such as limited storage, manual systems, and weak digitalization, and had not been previously studied in relation to personnel performance, making it suitable for in-depth contextual analysis rather than statistical generalization.

Data were collected through semi-structured interviews, non-participant observation, and document analysis to enable triangulation of perspectives, practices, and institutional records. Semi-structured interviews were guided by the research framework and allowed flexible exploration of archival planning, implementation, and performance perceptions (Knott et al., 2022). Observations focused on real archival practices such as storage, classification, retrieval, and technology use, while document analysis examined policies, reports, and administrative records to validate and complement field data (Sankofa, 2023).

Data analysis was conducted simultaneously with data collection using data condensation, display, and conclusion drawing. Coding combined deductive categories from the conceptual framework and inductive codes emerging from field data to capture both expected and unexpected findings (Jowsey et al., 2021; Naeem et al., 2023). Codes were grouped into themes such as planning, implementation, storage systems, supervision, and performance perceptions, with thematic development guided by coherence between data and research objectives (Kushnir, 2025). Findings were verified through continuous comparison across data sources and participant groups.

Trustworthiness was ensured through credibility, transferability, dependability, and confirmability, applied in line with qualitative principles rather than quantitative standards (Yadav, 2022). Credibility was strengthened through triangulation of interviews, observations, and documents, while transferability was supported by detailed contextual descriptions of the site and participants. Dependability was ensured through a clear audit trail of research procedures, and confirmability was maintained through reflexive notes and evidence-based interpretation. Overall rigor was reinforced by methodological coherence and alignment between research design, analysis, and reporting (Braun & Clarke, 2021).

RESULTS AND DISCUSSION

Results

MTs Lubbud Labib is a Tsanawiyah institution managed by the Lubbud Labib Islamic Boarding School Foundation, established in 2002 and located in Mosque Hamlet, Kedungsari Village, Maron District, Probolinggo Regency, East Java, with accreditation status B. This madrasah has 15 education staff, consisting of the head of the madrasah, the head of administration who is also an operator,

one administrative staff, and twelve teachers, as well as serving 183 students spread across six study groups. The characteristics of madrassas as Islamic boarding schools with limited human resources and infrastructure are important contexts behind the following research findings.

Archive Management Planning in Improving the Performance of Education Personnel

The results of the interview with the Head of the Madrasah show that the archive management plan at Madrasah was prepared by adjusting the administrative needs of madrassas and Islamic boarding schools. Archives such as student data, incoming and outgoing letters, School Operational Assistance (BOS) reports, teacher data, and exam documentation are arranged by type and year so that they can be easily found again, and managed together with the head of administration and madrasah operators manually and digitally. The Head of Administration added that the incoming letter is recorded first in the agenda book before being submitted to the head of the madrasah for follow-up, while the outgoing letter is archived according to the letter number that has been determined. These findings show that the planning function within the POAC framework has begun to be implemented, although its implementation is still basic and has not been fully digitally organized, and a complete written Standard Operating Procedure (SOP) is not yet available.

Table 1. Madrasah Archives Management Planning Components

No.	Components	Remarks
1	Archive grouping	Archives are grouped by type (in/out letters, student data, teacher data, finances, academic documents) and year
2	Letter procedure	The entry letter is recorded in the agenda book before being submitted to the head of the madrasah; Outgoing mail is archived according to mail number
3	Archival SOP	Do not have a complete written SOP; still using administrative procedures based on daily habits
4	Development plan	Plan to prepare complete SOPs, develop digital archives, and improve administrative technology
5	Storage	A combination of manual and digital; important documents such as BOS, student data, and exam reports began to be digitized

Archival planning at Madrasah remains adaptive and has not yet been formally documented in written policies or standardized operating procedures. Planning activities are primarily based on immediate administrative needs, the experience of the personnel involved, and the directions of the head of administration. This condition is closely related to the limited number of educational personnel, which requires the head of administration to perform multiple roles, including coordinating archival activities and serving as the

madrasah's administrative operator. Consequently, archival planning tends to be practical and situational rather than systematic and long term. Nevertheless, the madrasah has demonstrated an awareness of the importance of orderly archival management through the classification of documents according to their type and year of creation. This practice facilitates document storage and retrieval, although its implementation remains dependent on individual staff members' knowledge and consistency.

A distinctive finding of this study is the adaptive pattern of archival planning implemented within a pesantren-based madrasah with limited human resources and infrastructure. The concentration of archival and operational responsibilities in the head of administration enables administrative activities to continue despite institutional constraints. However, this arrangement also creates a high degree of dependence on one individual and may affect the consistency, continuity, and accountability of archival management. The absence of written procedures increases the possibility of different filing practices, particularly when responsibilities are transferred or when other personnel participate in archival activities. Therefore, the existing planning system requires further institutional strengthening through the formulation of written standard operating procedures, clearer distribution of responsibilities, gradual digitization of priority records, and continuous competency development for educational personnel. These improvements are necessary to transform the current adaptive practices into a more systematic, sustainable, and accountable archival management system.

Implementation of Archive Management in Supporting the Duties and Functions of Education Personnel

The findings indicate that archival management at MTs Lubbul Labib is implemented collaboratively by the head of administration, administrative staff, the vice principal for curriculum, homeroom teachers, and subject teachers. Each staff member performs a specific role in ensuring that educational and administrative records are properly created, processed, and maintained. Administrative staff are primarily responsible for receiving, recording, classifying, storing, and retrieving documents. Incoming and outgoing correspondence is recorded in agenda books, which remain the principal instruments for tracking official communication. Physical records are stored manually in archival cabinets and classified according to document type. This division of responsibilities supports the continuity of administrative services, although several archival activities remain dependent on the practical experience and individual initiative of the staff members involved.

Supervision of archival activities is conducted by the head of administration through periodic inspections of document completeness, filing accuracy, and storage organization. These inspections are intended to identify

missing documents, incorrectly classified records, and inconsistencies in filing practices. However, supervision has not yet been conducted through a standardized monitoring instrument or a comprehensive evaluation schedule. Consequently, the quality of archival supervision depends largely on the availability and initiative of the head of administration. The absence of formal evaluation indicators also makes it difficult to measure archival performance consistently across administrative units. Nevertheless, periodic inspections contribute to maintaining document order and encourage staff members to complete and organize administrative records more carefully.

The management of curriculum and academic records is coordinated by the vice principal for curriculum in collaboration with administrative staff, homeroom teachers, and subject teachers. Curriculum documents are generally classified according to their administrative field, document type, and academic year. These records include teaching schedules, student grade reports, learning administration documents, examination records, and other academic information. Some student grades and academic data have been processed and stored digitally using computers. However, older records and several supporting documents remain available only in physical form. This condition requires staff members to use both manual and digital sources when retrieving academic information, particularly when historical student data are needed.

The simultaneous use of manual and digital records has created a hybrid archival system. Current academic and administrative information is increasingly processed through computers, whereas incoming and outgoing correspondence, historical records, and several institutional documents are still recorded and stored manually. This hybrid system allows the madrasah to adapt gradually to digital administration without immediately abandoning existing archival practices. It also provides physical backup for certain records. However, the system has not yet been fully integrated, and there is no centralized digital database that contains all institutional records. As a result, staff members may need to search through multiple storage locations and formats to locate specific documents.

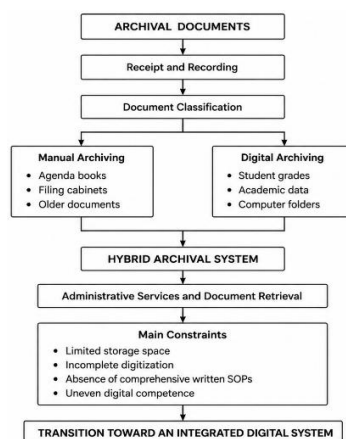


Figure 1. Hybrid Archival Management Implementation at Madrasah

As illustrated in Figure 1, archival management begins with document receipt, recording, and classification before the records are processed through manual or digital channels. Both channels subsequently support administrative services and document retrieval. Nevertheless, the implementation remains constrained by limited storage space, incomplete digitization, the absence of comprehensive written procedures, and uneven digital competence among personnel. These conditions indicate that archival management at Madrasah is still transitioning toward a more integrated digital system.

The findings further show that the existing archival system affects the speed and accuracy of administrative work. Current records that have been systematically classified are generally easier to locate, particularly when staff members understand their storage categories. In contrast, retrieving older documents often requires more time because some records have not been consistently classified, indexed, or digitized. Staff members may need to inspect several folders, cabinets, agenda books, or computer files before finding the required information. This situation can delay administrative services, increase the workload of personnel, and reduce work efficiency, especially when documents are urgently required for reporting, accreditation, student services, or institutional decision-making.

Three primary challenges were identified in the implementation of archival management. The first is limited physical storage capacity. Existing cabinets and storage areas are insufficient to accommodate the increasing volume of documents, resulting in crowded files and difficulties in maintaining an orderly classification system. The second challenge is the limited digitization of records. Although computers are used to process certain academic and administrative data, many documents have not been scanned, indexed, or stored in an organized digital repository. The third challenge is the absence of a comprehensive written standard operating procedure governing the complete archival process, including document creation, classification, storage, borrowing, retrieval, retention, and disposal.

The implementation of archival management is also constrained by differences in digital competence among educational personnel. Some staff members are able to use computers for data processing and document storage, whereas others remain more familiar with manual recording and filing practices. Limited training has prevented the development of uniform digital archival skills. Consequently, digital practices are applied differently across administrative areas and often depend on the capabilities of individual staff members. This variation creates inconsistencies in file naming, folder organization, data backup, and document retrieval. It also increases dependence on particular personnel who understand where specific digital or physical records are stored.

Overall, archival management at Madrasah is implemented through collaborative role distribution, periodic supervision, and the combined use of manual and digital systems. The current practices enable the madrasah to maintain its essential administrative and academic records despite limited facilities and technological resources. Nevertheless, the system remains in a transitional stage because manual procedures continue to dominate several archival activities, digital records are not yet centrally integrated, staff competence varies, and written operational standards remain incomplete. These conditions indicate the need for more systematic classification, expanded storage capacity, gradual document digitization, staff training, standardized procedures, and regular evaluation to improve the accessibility, accuracy, security, and continuity of institutional records.

Perception of Education Personnel Regarding the Contribution of Archive Management to Effectiveness, Efficiency, and Quality of Work

Education staff at Madrasah generally perceive archive management as a factor that contributes positively to their performance. The Head of the Madrasah assessed that neatly organized archives help services to be faster and facilitate administrative needs such as Computer-Based National Assessment (ANBK), BOS, exams, and accreditation. The Head of Administration added that organized archives allow staff to respond to document requests from the Ministry of Religion and accreditation needs more quickly, while administrative staff stated that searching for archives usually only takes a few minutes if they are neatly arranged, although sometimes it is difficult to find due to the accumulation of archives and limited storage space. Confirmation to the learner as a service user shows a fairly good assessment of the speed and friendliness of the administrative service, although searching for old archives still takes time due to the mostly manual storage.

Table 2. Education Personnel's Perception of the Contribution of Archive Management

No.	Dimensions	Positive Perception	Notes/Constraints
1	Effectiveness	Organized archives to accelerate administrative services (ANBK, BOS, exams, accreditation)	Searching for old archives takes longer because they are manual
2	Efficiency	Administrative coordination with the deputy head of curriculum went quite well	Limited storage space and digitization are not optimal
3	Quality of work	The service to students, parents, and the Ministry of Religion is considered quite good	There are no written SOPs and archival training for staff

The research findings indicate that planned and systematically implemented records management can accelerate document retrieval processes, improve the accuracy of information provision, and support the smooth delivery

of administrative services and decision-making in the madrasah. Although it still faces limitations in storage space, technological facilities, and human resource competencies, the madrasah has been able to develop relatively effective records management practices through task division, document classification, storage based on record types, and coordination among education staff. The benefits of records management are not only experienced by administrative staff as the main managers, but also by the head of the madrasah, vice principals, teachers, and students as users of administrative services. This condition shows that records management functions as an institutional support system that helps improve administrative order, accelerate service delivery, reduce document retrieval errors, and provide more accurate access to required information.

The findings also show that education staff understand records management as a form of responsibility in maintaining the security, integrity, and confidentiality of institutional documents. Carefulness, honesty, discipline, and responsibility are essential attitudes in carrying out records management tasks because errors in storage or loss of documents can affect service quality and stakeholder trust. Overall, education staff express a positive perception of the contribution of records management in improving effectiveness, efficiency, and work quality. Effectiveness is reflected in the ease of locating documents and the accuracy of task completion, while efficiency is shown by the reduced time and effort required in administrative services. Work quality is demonstrated through more organized, complete, and easily accessible documents. However, these improvements in performance are not yet fully optimal, as there is still a need for standardized procedures, strengthened storage facilities, greater use of technology, and continuous development of education staff competencies.

Discussion

The findings indicate that archival planning at the madrasah is adaptive, need-driven, and partly digitized, with records classified by type and year but without fully standardized procedures. This pattern is consistent with Sari et al. (2021), who found that electronic archive management in vocational schools improved speed, ease, effectiveness, and efficiency, and with Nasution and Pasaribu (2024), who reported that digital archives facilitate access to academic and administrative information. Likewise, Oktarina et al. (2023) demonstrated that an Electronic Records Management System aligned with Indonesian education standards strengthens school accountability and archivist performance. However, the present study differs because digitalization remains incremental and coexists with agenda books, physical cabinets, and staff-dependent retrieval practices. This hybrid condition resembles Padoni et al. (2024), while revealing a distinctive adaptive capacity to maintain administrative continuity despite limited infrastructure and personnel, thereby illustrating a context-sensitive pathway toward digital transformation.

A second important finding concerns the absence of a comprehensive written SOP, uneven digital competence, and strong dependence on the head of administration, who performs both coordinating and operational roles. This supports Chaputula (2022), who identified weaknesses in electronic records practices where institutional capacity and technical arrangements were insufficient, and Simwaka et al. (2023), who showed that fragmented records practices can undermine systematic governance in higher education. The result also parallels Clemence et al. (2025), who found that electronic systems may be adopted without being fully utilized when paper-based practices remain dominant. Unlike institutions possessing dedicated records units, the madrasah relies on role concentration as a practical response to resource scarcity. Theoretically, this extends records-management literature by showing that organizational resilience may emerge through adaptive role compression, yet such resilience remains fragile when procedures, competencies, and responsibilities are not institutionalized beyond individual personnel.

The perceived contribution of archival management to staff performance constitutes another significant result. Education personnel reported that orderly records accelerate retrieval for BOS reporting, examinations, ANBK, accreditation, and requests from the Ministry of Religious Affairs, while poorly organized older records increase search time and workload. This is consistent with Barigye et al. (2022), who demonstrated that records creation, maintenance, and disposal significantly predict administrative staff performance, and with Manase et al. (2025), who associated effective records systems with improved organizational effectiveness and sustainability. It is further reinforced by Otkarina et al. (2025), whose evidence from Indonesian senior high schools showed that ERMS improves document completeness, retrieval speed, accountability, and archivist efficiency. The theoretical implication is that archival management is not merely an administrative support function; it operates as an organizational capability that converts recorded information into service efficiency, accountability, decision support, and institutional performance.

Practically, the findings imply that improvement should prioritize written SOP development, clearer role distribution, gradual digitization of priority records, standardized file naming and classification, routine backup, competency training, and periodic evaluation. These recommendations correspond with Maryatun and Riasmiati (2025), who emphasized system and repository diversity as a challenge in electronic records management, and with Matlala and Ncube (2025), who highlighted skills, policy, infrastructure, and management support as critical determinants of effective electronic recordkeeping. The study's novelty lies in demonstrating how a pesantren-based madrasah with constrained human and technological resources sustains administrative performance through an adaptive hybrid archival model before full digital integration. Its

contribution is both conceptual and practical: it links POAC-oriented management, hybrid recordkeeping, and staff performance within a religious-school context. The potential impact is a scalable transition framework for similar madrasahs seeking better service quality, accountability, continuity, and readiness for accreditation and digital governance.

CONCLUSION

This study concludes that effective records management is a strategic mechanism for improving the effectiveness, efficiency, and quality of educational personnel performance. Despite limited resources and technological capacity, a pesantren-based madrasah can maintain administrative services through adaptive planning, collaborative task distribution, systematic classification, and hybrid manual-digital recordkeeping. The study contributes an adaptive archival management model that links POAC-based practices with staff performance, accountability, and service quality in Islamic educational institutions. However, incomplete digitization, limited written SOPs, uneven digital competence, and dependence on particular personnel remain significant constraints. Future studies should involve multiple madrasahs, apply longitudinal or quantitative designs, and evaluate integrated digital records systems in supporting service quality, accountability, organizational sustainability, and digital governance.

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