The Influence of Archive Management on the Efficiency of Administrative Services at SMK Cempaka

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Abstract. This study aims to determine the extent to which records management contributes to improving the efficiency of administrative services in vocational schools. Properly organized records management is believed to facilitate faster access to information, enhance administrative orderliness, and reduce the risk of errors in service delivery. A quantitative approach was employed, and data were collected through questionnaires distributed to students who had interacted with school administrative services. The records management variable was analyzed based on indicators such as ease of access, document orderliness, securty, clear procedures, and minimal errors. The results reveal that effective records management significantly contributes to administrative service efficiency. These findings highlight the importance of implementing an efficient filing system as part of efforts to enhance the quality of administrative services in vocational education institutions.

Keywords: Records Management, Service Efficiency, School Administration, Vocational School, Filing System.

Introduction

Effective school administration heavily relies on efficient archive management. Archives serve as a vital source of information to support school operations, such as decision-making, information services, and institutional accountability. Proper archive management can enhance the effectiveness of administrative services and facilitate access to information for educators, students, and other stakeholders (Sularso, 2018). Conversely, suboptimal archive management may lead to data loss, service delays, and administrative inefficiencies (Wijaya, 2020).

Additionally, unsystematic archive management can result in document accumulation, difficulties in retrieving data, and hindered interdepartmental communication. Disorganized archival systems may cause the loss of important documents and slow down overall administrative services (Lestari, Putra, & Suprayogi, 2022). Research by Rahmawati and Kurniawan (2021) also emphasizes that poor archival systems can impede decision-making quality due to limited access to accurate information.

SMK Cempaka faces challenges in archive management, such as limitations in storage systems and insufficient technology adoption. Schools still relying on manual archiving often experience delays in administrative processes (Wijaya & Syamsiyah, 2023). Implementing technology in archive management can improve the effectiveness of administrative services in schools (Santoso, 2019).

This study aims to analyze the impact of archive management on the efficiency of administrative services at SMK Cempaka using a quantitative approach. Data was collected by distributing questionnaires to students who had interacted with the school's administrative services. By analyzing the collected data, this research is expected to provide practical recommendations for the school to enhance its archive management system, thereby supporting more efficient and effective administrative services.

Methods

1. Research Time and Location
   This study was conducted at SMK Cempaka, located at Jl. Cempaka Putih Barat XXI No. 3, RT.4 RW.8, Cemp. Putih Bar., Kec. Cemp. Putih, Central Jakarta. The research timeline spanned six months, with the following schedule:
   a. Research preparation : January–February 2025
   b. Data collection : March–April 2025
   c. Data analysis : May 2025
   d. Report writing : June 2025

2. Research Design
   This study employs a quantitative research method with an associative approach. This approach was chosen to examine the extent of the influence between the two studied variables: records management and the efficiency of administrative services. According to Sugiyono (2019), associative research aims to determine the relationship or influence between variables statistically. The variables used in this study are:
   a. Independent Variable (X) : Records Management
   b. Dependent Variable (Y) : Administrative Service Efficiency

3. Population and Sample
   a. Population
      The population in this study comprises all students of SMK Cempaka in the 2024/2025 academic year who have utilized the school's administrative services, such as document collection, letter requests, and other related services.
   b. Sampel
      The sample was determined using the saturation sampling technique, as the total population consisted of fewer than 100 individuals. Therefore, the entire population was used as the research sample.

4. Instrument Development
   a. Variable Identification
      This study uses a quantitative approach with two types of variables:
      1) Independent Variable (X) : Records Management
      2) Dependent Variable (Y) : Administrative Service Efficiency

   b. Indicator Development
      Each variable has specific indicators that are measured through questionnaire items. These indicators are based on relevant theories:
      1) Records Management (X)
         Based on records management theory (Suraja, 2006; Wardah, 2019), the indicators include:
         a) Ease of access to records
         b) Orderliness and organization in records management
         c) Records security
         d) Availability of clear management procedures
         e) Absence of management errors

      2) Administrative Service Efficiency (Y)
         According to the theory of administrative efficiency (Khaudli & Muna, 2023), the indicators include:
         a) Speed of service
         b) Accuracy in document issuance
         c) Student satisfaction
         d) Minimal administrative errors
   c. Data Collection Technique

The data in this study were collected using a questionnaire as the primary instrument. The questionnaire was designed based on indicators of both research variables: records management and administrative service efficiency. The questionnaire uses a five-point Likert scale, with the following response options:

1) Strongly Agree (SA) : 5
2) Agree (A) : 4
3) Somewhat Agree (SA) : 3
4) Disagree (D) : 2
5) Strongly Disagree (SD) : 1

The questionnaire was distributed to SMK Cempaka students who had direct interaction with school administrative services, such as requesting certificates, collecting academic documents, and completing forms. Respondents were asked to rate the statements in the questionnaire based on their own experiences and perceptions regarding records management and the efficiency of administrative services in their school. The questionnaire was distributed via Google Form, and students were given sufficient time to respond based on their honest experience. The collected data served as the basis for the quantitative analysis. This section includes general background, sample/participants/group, instrument and procedure, and data analysis. Research design and method should be clearly defined**.**

Result and Discussion

1. Data Descriptiom

   This study involved respondents consisting of male and female students from SMK Cempaka. A total of 80 students participated as respondents, representing three grade levels:

   a. Grade X : 28 students
   b. Grade XI : 26 students
   c. Grade XII : 26 students

   The selected respondents were those with direct experience in using school administrative services, such as requesting documents, obtaining certificates, or engaging in other academic administrative processes.

2. Research Results

   a. Validity Test

   Based on the results of the Pearson correlation test, the researcher concluded the following:

Correlations

		p01	p02	p03	p04	p05	p06	p07	p08	p09	Total
p01	Pearson Correlation	1	,131	,058	-,014	,113	,051	-,002	,036	,061	,312**
	Sig. (2-tailed)		,248	,609	,899	,320	,653	,987	,752	,589	,005
	N	80	80	80	80	80	80	80	80	80	80
p02	Pearson Correlation	,131	1	-,091	-,174	,262*	,218	,160	,031	,328**	,408**
	Sig. (2-tailed)	,248		,423	,122	,019	,052	,157	,786	,003	<,001
	N	80	80	80	80	80	80	80	80	80	80
p03	Pearson Correlation	,058	-,091	1	,003	-,041	,113	,060	,020	,063	,260*
	Sig. (2-tailed)	,609	,423		,978	,717	,317	,599	,862	,576	,020
	N	80	80	80	80	80	80	80	80	80	80
p04	Pearson Correlation	-,014	-,174	,003	1	,056	,148	,138	,225*	,285*	,369**
	Sig. (2-tailed)	,899	,122	,978		,625	,190	,223	,045	,010	<,001
	N	80	80	80	80	80	80	80	80	80	80
p05	Pearson Correlation	,113	,262*	-,041	,056	1	,267*	,190	,165	,213	,493**
	Sig. (2-tailed)	,320	,019	,717	,625		,017	,091	,143	,057	<,001
	N	80	80	80	80	80	80	80	80	80	80
p06	Pearson Correlation	,051	,218	,113	,148	,267*	1	,406**	,374**	,332**	,673**
	Sig. (2-tailed)	,653	,052	,317	,190	,017		<,001	<,001	,003	<,001
	N	80	80	80	80	80	80	80	80	80	80
p07	Pearson Correlation	-,002	,160	,060	,138	,190	,406**	1	,307**	,472**	,638**
	Sig. (2-tailed)	,987	,157	,599	,223	,091	<,001		,006	<,001	<,001
	N	80	80	80	80	80	80	80	80	80	80
p08	Pearson Correlation	,036	,031	,020	,225*	,165	,374**	,307**	1	,311**	,558**
	Sig. (2-tailed)	,752	,786	,862	,045	,143	<,001	,006		,005	<,001
	N	80	80	80	80	80	80	80	80	80	80
p09	Pearson Correlation	,061	,328**	,063	,285*	,213	,332**	,472**	,311**	1	,706**
	Sig. (2-tailed)	,589	,003	,576	,010	,057	,003	<,001	,005		<,001
	N	80	80	80	80	80	80	80	80	80	80
Total	Pearson Correlation	,312**	,408**	,260*	,369**	,493**	,673**	,638**	,558**	,706**	1
	Sig. (2-tailed)	,005	<,001	,020	<,001	<,001	<,001	<,001	<,001	<,001	
	N	80	80	80	80	80	80	80	80	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 1. Validity test result

1) The Ease of Access to Records variable (p01) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
2) The Orderliness and Organization in Records Management variable (p02) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
3) The Records Security variable (p03) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
4) The Availability of Clear Management Procedures variable (p04) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
5) The Absence of Management Errors variable (p05) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
6) The Service Speed variable (p06) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
7) The Accuracy in Document Issuance variable (p07) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
8) The Student Satisfaction variable (p08) is considered valid as the correlation coefficient exceeds 0.220 (R Table).
9) The Minimal Administrative Errors variable (p09) is considered valid as the correlation coefficient exceeds 0.220 (R Table).

b. Reability Test

Reliability Statistics

Cronbach's Alpha	Nosf Items
,623	9

Figure 2. Reability test output

Based on the results of the reliability test above, the researcher concludes that the developed questionnaire is considered reliable, as the Cronbach's Alpha value exceeds 0.6. This indicates that the instrument possesses adequate internal consistency and is suitable for further analysis.

c. Classical Assumption Test
1) Normality Test

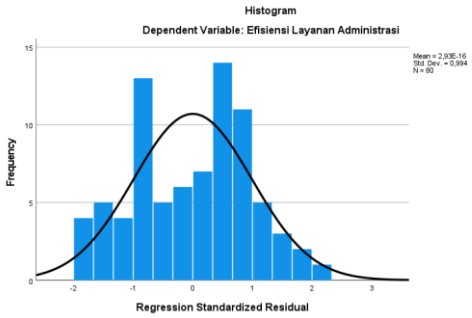

Figure 3. Histogram of data normality

Based on the histogram above, the researcher concludes that the data presented is normally distributed, as indicated by the curve shape resembling a mountain or a bell-shaped curve.

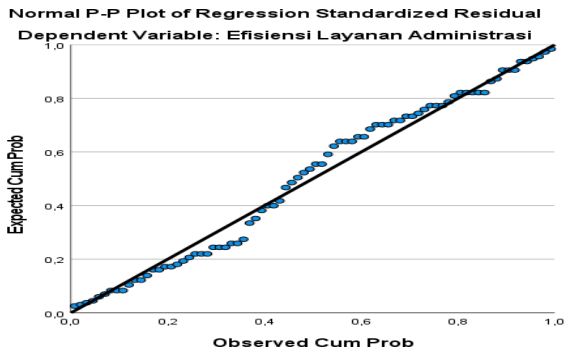

Figure 4. Normal p–p plot of regression standardized residual

Based on the Normal P–P Plot of Regression Standardized Residual shown above, it can be concluded that the data is normally distributed. This is indicated by the distribution of residual points that follow or closely align with the diagonal line, reflecting a theoretical conformity between the residual distribution and a normal distribution.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			80
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		2,53606052
Most Extreme Differences	Absolute		,092
	Positive		,092
	Negative		-,090
Test Statistic			,092
Asymp. Sig. (2-tailed)[c]			,089
Monte Carlo Sig. (2-tailed)[d]	Sig.		,086
	99% Confidence Interval	Lower Bound	,079
		Upper Bound	,093

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 5. One-sample kolmogorov-smirnov test output

Based on the One-Sample Kolmogorov-Smirnov Test above, the researcher concludes that the data is normally distributed, as indicated by the significance value being greater than 0.05

2) Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3,903	2,922		1,336	,185		
	Pengelolaan Arsip	,559	,144	,402	3,881	<,001	1,000	1,000

a. Dependent Variable: Efisiensi Layanan Administrasi

Figure 6. Multicollinearity test results

Based on the results of the multicollinearity test above, the researcher concludes that multicollinearity does not occur, as the Variance Inflation Factor (VIF) is less than 10 and the Collinearity Tolerance is greater than 0.1.

3) Heteroscedasticity Test

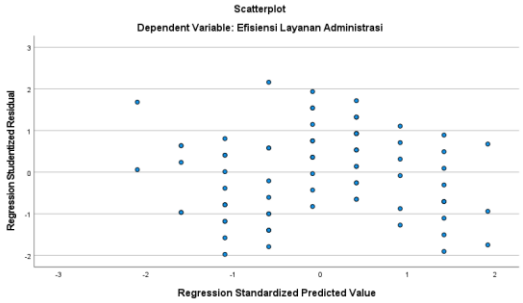

Figure 7. Heteroscedasticity test (scatterplot)

Based on the scatterplot above, the researcher concludes that there is no indication of heteroscedasticity, as the data points are randomly dispersed above and below the X-axis (Regression Standardized Predicted Value) and do not form any specific pattern (e.g., not funnel-shaped, not narrowing, and not parabolic).

d. Simple Linier Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3,903	2,922		1,336	,185		
	Pengelolaan Arsip	,559	,144	,402	3,881	<,001	1,000	1,000

a. Dependent Variable: Efisiensi Layanan Administrasi

Figure 8. Simple linier regression output

Based on the output above, the regression equation model can be formulated as follows:
Y = 3.903 (a) + 0.559 (X) + e
This means that if records management remains unchanged, the efficiency of administrative services is 3.903. Furthermore, if records management increases by one unit, the efficiency of administrative services will increase by 0.559 units.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,402[a]	,162	,151	2,552

a. Predictors: (Constant), Pengelolaan Arsip

b. Dependent Variable: Efisiensi Layanan Administrasi

Figure 9. Coefficient of determination (R^2) output

Based on the table above, the correlation coefficient (R) is 0.402. From this output, the coefficient of determination (R^2) is calculated to be 0.162 or 16.2%. This indicates that the independent variable contributes 16.2% to the variance in the dependent variable, while the remaining 83.8% is influenced by other variables not examined in this study. Thus, the regression model demonstrates a weak relationship strength.

e. Hypothesis Testing

1) F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98,091	1	98,091	15,058	<,001[b]
	Residual	508,097	78	6,514		
	Total	606,188	79			

a. Dependent Variable: Efisiensi Layanan Administrasi

b. Predictors: (Constant), Pengelolaan Arsip

Figure 10. F-test results

Based on the F-test results, the significance value is less than 0.001. Therefore, it can be concluded that the independent variable has a statistically significant simultaneous effect on the dependent variable.

2) T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3,903	2,922		1,336	,185		
	Pengelolaan Arsip	,559	,144	,402	3,881	<,001	1,000	1,000

a. Dependent Variable: Efisiensi Layanan Administrasi

Figure 11. T-test results

Conclusion

Based on the results of the research conducted on the influence of archive management on the efficiency of administrative services at SMK Cempaka, the following conclusions can be drawn:

Archive management at SMK Cempaka has been implemented quite well. It covers aspects such as ease of access, document organization, security, procedural clarity, and minimal archiving errors. This is supported by questionnaire results and data analysis, which show that the level of archive management falls into the high category.

The efficiency of administrative services is also considered high, characterized by service speed, accuracy of information delivery, student satisfaction, and a low rate of administrative errors.

There is a positive and significant influence between archive management and the efficiency of administrative services. The results of the simple regression analysis show that archive management contributes 53.3% to the efficiency of administrative services. This means that the better the archive management, the more efficient the administrative services provided by the school.

In conclusion, systematic and effective archive management is a key factor in enhancing the efficiency of school administrative services. Therefore, it is recommended that the school continue to improve the quality of archive management to support smooth and responsive administrative services for students and all school stakeholders.

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