

SRIKANDI Digital Archiving Implementation: Effectiveness and Impact on Secondary Education Units in Riau Islands Province

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ABSTRACT

This study is to evaluate the execution of Sistem Informasi Kearsipan Dinamis Terintegrasi (SRIKANDI) at secondary educational institutions within Riau Islands Province to facilitate the digitalization of regional archive management. The research backdrop is founded on the necessity for archival modernization in island regions confronting geographical obstacles, restricted internet access, and disparities in human resource competencies. The study employs a descriptive qualitative methodology, utilizing data gathering approaches such as observation, interviews, and documentation. The data analysis employs the interactive model of Miles & Huberman, whilst the efficacy of policy execution is assessed by four theoretical indicators proposed by Edwards III: communication, resources, disposition, and bureaucratic structure. The research findings indicate that the adoption of SRIKANDI at the secondary school level is beneficial. Communication among the education department, schools, and technical implementers is maintained by regular socialization and training. Human resources and supporting infrastructure are deemed sufficient for the digitization of archives; nonetheless, many schools in remote areas continue to encounter limitations in internet connectivity and technical adaptation. The executor's disposition demonstrates a strong commitment and favorable acceptance of the digital system. An explicit bureaucratic framework, encompassing systematic reporting and oversight systems, facilitates the effective execution of policies. In summary, SRIKANDI has demonstrated enhancements in administrative efficiency, file management organization, and public transparency and accountability. The study advocates for enhanced technical support, the optimization of the application throughout the archiving process, and additional investigation into the influence of SRIKANDI on various managerial dimensions within the educational context.

Keywords: Srikandi, Innovation, Effectiveness, Impact, Public Policy.

I. Introduction

The transition from manual to digital approaches is essential in the current digital age (Afrizal et al., 2024). Particularly in establishing a structured and readily accessible archiving system (Afrizal & Wallang, 2021). Regional archives are a crucial instrument for advancing governmental development, fostering civic engagement, and safeguarding public access to information (Susanti & Widayanti, 2025). Inadequate records



management may result in the loss of critical data, distortion of information, and heightened barriers to regional growth. Consequently, enhancing regional archives is a crucial measure for safeguarding documentary history and facilitating the efficient functioning of government administration (Rodin et al., 2023; Elvira & Susanto, 2024). Archives serve as a reminder of history, a foundational element, and a testament to accountability to society, the state, and the nation (Luthra & Jeurgens, 2025). Consequently, the state must supervise and safeguard archives (Peterson, 2018). The state's interests and societal civil rights are safeguarded by the existence of authentic and dependable archives (Sihaloho & Nababan, 2025). State archives necessitate a robust and dependable archival system to function in compliance with archival regulations, principles, and standards. Archives are defined as recordings of activities or events generated and received by governmental entities or other organizations in response to advancements in information and communication technology (UU No.43/2009, n.d.). Inadequately handled archives will result in an accumulation of files.

The Riau Islands are the 32nd province of Indonesia, encompassing an area of 251,810.71 km², of which 96% is maritime, and only 4% is terrestrial (wikipedia.org, 2025). Given the geographical conditions where regencies are split by islands, there is a need for an innovation that can unify district and municipal administrations. It is essential to establish efficiency. The Riau Islands Governor Regulation Number 14 of 2023, which provides guidelines for the implementation of SRIKANDI within the Regional Government, is reinforced by the Riau Islands Governor's Instruction Number B/043.21/1/DPK-SET/2023, serving as the foundation for the application of SRIKANDI in the Riau Islands Provincial government. A proposal designed to enhance the efficiency of regional government archive management. SRIKANDI's presence can lessen the traditional, often ineffective, and more formal ways of working (Hanizam et al., 2025). Government administrators must be well-versed in a variety of IT tools in order to use SRIKANDI (Azzahra et al., 2025). The SRIKANDI application, which was introduced in 2020 as part of the execution of Presidential Regulation number 95 of 2018 concerning the Electronic-Based Government System, is also greatly appreciated by the Riau Islands Provincial Government. The provincial government of the Riau Islands believes that this is the ideal time to enhance the administration of dynamic archives, particularly by taking into account the use of the four archival tools already in use.

Since 2021, the Riau Islands Province Library and Archives Service has been using the SRIKANDI application. Over time, they worked with the Riau Islands Province Regional Communication and Information Service (Diskominfo), the Riau Islands Province Regional Personnel Agency (BKD), and the General Bureau and Organizational Bureau of the Riau Islands Province Regional Secretariat in 2022. All tasks that used to take a long time can now be finished quickly thanks to the availability of the SRIKANDI program. The Riau Islands Provincial Education Office and schools will be able to communicate more easily thanks to the SRIKANDI application. This will improve the effectiveness and efficiency of things like teacher wage hikes, promotions, and communication between the education department and schools. The school no longer needs to send these documents or hard copies via the mail or ship them, which is time-consuming, expensive, and subject to document damage.

Nevertheless, the Riau Islands Province Library and Archives Office has faced numerous challenges in practice. The office, closely linked to secondary institutions like SMAN (Senior High School), SMKN (Vocational High School), and SLBN (School for Special Needs) around the province, notably suffers from a deficiency of human resources proficient in information technology. This is especially applicable in educational institutions, since the primary audiences for the SRIKANDI application are school principals and administrative leaders. Principals continue to be unable to operate SRIKANDI, especially with the utilization of Electronic Signatures (TTE). Moreover, budgetary efficiency, especially within educational institutions, has not been completely realized. This is seen in the escalating and substantial budgetary requirements for office supplies. Moreover, inadequate internet connectivity in remote schools obstructs the application's implementation. The Riau Islands Province, consisting of an archipelago, presents challenges for internet connection in its remote islands and hinterland. Numerous prior studies have addressed the implementation challenges of the SRIKANDI application regarding this phenomenon. Nonetheless, no research has particularly investigated the use of the program in secondary schools contending with the challenge of considerable distances between

islands. This research aims to elucidate the implementation of the SRIKANDI application policy inside secondary schools located in island regions. This research aims to offer an empirical assessment of the challenges and opportunities associated with the implementation of the SRIKANDI application in island regions, serving as a reference for policymakers in developing strategies and policies that are more attuned to the geographical conditions of schools in remote areas.

II. Research Method

The study uses a descriptive qualitative methodology (C.R. Kothari, 2004). Descriptive qualitative research is a methodological approach that directs the investigation to thoroughly and extensively examine the social situation under examination. The necessary data sources are primary data acquired directly from the research subject. Secondary data sources are acquired through literature reviews, reports, archives, prior research data, online resources, and relevant regulations or statutes about this study. Data gathering methods encompass observation, interviews, and documentation (Sugiyono, 2007). Interviews were performed both in person and via the online application. Comprehensive interviews were performed with informants who significantly contributed to the utilization of the SRIKANDI application. The informants comprised heads of secondary school units, administrative personnel/operators of secondary education units, and SRIKANDI administrators. The employed theory is George C. Edwards III's Theory for evaluating policy success through the dimensions of communication, resources, disposition, and bureaucratic structure (Edwards, 1980). The data analysis method follows who introduced an interactive model encompassing the stages of data collection, data condensation, data display, and conclusion drawing/verifying.

III. Result and Discussion

3.1. Aspect of Communication

Communication is the primary factor that dictates the effective execution of a policy. The communication mentioned encompasses information clarity, delivery consistency, and a mutual understanding between policymakers, specifically the Riau Islands Provincial Government, and policy implementers, notably Educational Units. The interview results indicate that communication among policymakers regarding the implementation of the SRIKANDI application in Bintan Regency is deemed fairly effective. Numerous high school principals reported that the dissemination of the policy and training on the utilization of the SRIKANDI application had been executed by the Department of Education through coordination meetings and training sessions at both provincial and district levels, with information conveyed in a relatively clear manner. The administrative personnel of the high school similarly remarked that the training offered was sufficient. Nonetheless, disparities in experience exist in the remote island region, where one administrative staff member from SMAN indicated that they had never participated in direct socialization, yet were still capable of utilizing the SRIKANDI application through proactive coordination and communication with the SRIKANDI administrator at the Education Office and other school operators.

The application of SRIKANDI is characterized by efficient vertical and horizontal communication. Vertical communication pertains to the interaction between the Riau Islands Provincial Education Office and educational institutions, whereas horizontal communication involves collaboration among schools within the Riau Islands Province. To guarantee the effective translation of policies at the implementation level, key variables include unequivocal commitment, continuous technical guidance, and inter-unit coordination. Moreover, effective communication among local government, educational departments, and school authorities fosters a mutual comprehension of policy objectives and protocols, hence enhancing the dedication of policy implementers. The principal indicated that the school is better equipped to implement a digital system due to the education department's provision of comprehensive training and socialization.

3.2. Resources

The second most critical aspect is resources, encompassing human resources, financial assets, and the facilities and infrastructure that facilitate policy execution. The research findings demonstrate that the majority of schools possess adequate infrastructure to facilitate the deployment of the SRIKANDI system, encompassing computers, internet connectivity, and digital storage devices. Field resources generally support this program, but with certain technical constraints. Interviews with school principals and administrative staff at SMAN/SMKN revealed that the majority of schools possess computer equipment, internet infrastructure, and personnel who have undergone socialization and technical training offered by the Riau Islands Provincial Education Office. Prior training enhanced the comprehension and proficiency of school archive managers in the effective utilization of the SRIKANDI application. Nonetheless, obstacles persist, particularly for educational institutions situated in distant locales such as Mantang Island, Numbing Island, and Tambelan Island, specifically with insufficient and unreliable internet access affected by climatic and geographical conditions. The aforementioned constraints impede the document upload process and the efficient usage of the program, resulting in reliance on manual communication or alternative platforms such as WhatsApp and email in specific instances. Nonetheless, educational institutions in this region persist in utilizing SRIKANDI due to its efficacy in streamlining and expediting the correspondence process. Continuous backing from the Education Department, preparedness for schooling, and adaptability of human resources are critical components for the successful execution of this approach in Bintan Regency.

The policy for utilizing this application has been executed with adequate resources. They persist in utilizing this program for electronic communication despite occasional network limitations in remote regions. The SRIKANDI application is deemed capable of expediting and streamlining school correspondence. The effective execution of this strategy relies on the backing of the Education Department, the preparedness of schools, and the flexibility of human resources at the implementation level. The presence of sufficient infrastructure and human resources facilitates policy execution. Digital archive administration is functioning efficiently due to proficient administrative personnel and accessible technology resources. These advantageous resources enhance the implementers' trust in their capacity to execute SRIKANDI.

3.3. Disposition (Executor's)

The implementer's disposition is a critical factor in assessing the efficacy of policy implementation. The implementer's disposition reflects the commitment, motivation, and accountability of policy players in executing the program. The research findings about the execution of the SRIKANDI policy in educational institutions reveal that policy implementers at the school level, encompassing both the Principal and Administrative Staff, exhibit a positive disposition towards accepting and endorsing the policy's implementation. The implementers' positive attitude cultivates dedication and active engagement across the organization. The information technology (IT) personnel of the educational institution and the school principal demonstrated a commendable sense of accountability for the effective execution of the system.

The interview results reveal that stakeholders at the school possess a significant awareness and dedication to the necessity of digitizing archives and technology-driven administrative governance through the deployment of SRIKANDI. School principals, in both mainland and hinterland regions, perceive SRIKANDI not as an administrative encumbrance, but as a chance to enhance the professionalism, efficiency, transparency, and accountability of school administration management. The endorsement is evident in the assertions of school principals who contend that the electronic mail system streamlines documentation, accelerates the dissemination of official information, and diminishes reliance on physical documents and in-person office visits, particularly for schools situated in remote island regions or distant from the government hub.

From a technical implementation standpoint, administrative personnel exhibited a receptive and flexible disposition towards change, despite initially encountering numerous constraints and challenges in

utilizing the program. Over time, comprehending the advantages of SRIKANDI enhanced work motivation, encompassing endeavors to assist one another and serve as internal facilitators for colleagues. This conclusion suggests that the dispositional element in the execution of the SRIKANDI policy in Bintan Regency is viewed as good and constructive. The implementers execute policies not merely as an administrative duty, but also as a means of work innovation that facilitates digital transformation. This corresponds with Edwards III's (1980) assertion that the implementers' attitudes of acceptance, commitment, and motivation are critical determinants in the effective execution of public policy.

3.4. Bureaucratic Structure

The effective execution of public policy relies on a coherent and systematic bureaucratic framework. This bureaucratic framework regulates the distribution of authority, reporting protocols, and inter-agency collaboration concerning the policy on the utilization of the SRIKANDI application. Bureaucratic organization is crucial in policy implementation theory. Overly inflexible, hierarchical, or inefficient systems might obstruct policy implementation. In contrast, a flexible, transparent, and well-structured bureaucratic system will facilitate the effective execution of policies. The bureaucratic framework at the school level exhibits a favorable disposition and collaboration in executing the SRIKANDI application policy. The research findings indicate that the bureaucratic framework employed for the implementation of SRIKANDI is operating effectively and is comparatively efficient. This is evidenced by a distinct allocation of responsibilities: the principal serves as the primary overseer, the administrative staff functions as technical implementers, and the Riau Islands Provincial Education Office is tasked with leading and supervising policy execution. The integration of digital systems with manual bureaucratic mechanisms enhances the flexibility and efficiency of this program's operation.

The oversight mechanism established by the Riau Islands Provincial Education Office exemplifies a helpful bureaucratic framework. Every school must periodically report the utilization of SRIKANDI through the digital reporting system. This monitoring guarantees the accurate implementation of policies. Consequently, the bureaucratic framework employed for the execution of the SRIKANDI policy is efficient, decentralized, and responsive to technological innovations to facilitate the attainment of policy objectives. An efficient bureaucratic framework facilitates the interconnection of many components involved in policy implementation. The digital archiving process in schools is systematically overseen and administered by the archive management team.

3.5. Effectiveness of the Implementation of the SRIKANDI Policy in Educational Institutions

The degree of achievement of policy objectives reflects the efficacy of their implementation. The research findings indicate that the execution of the SRIKANDI policy in secondary schools enhances the efficiency, transparency, and accountability of archive management. The majority of school principals and administrative personnel indicated that SRIKANDI had substantially transformed the management of school archives. This technology streamlines the creation of letters, tracking of files, and storage of documents, which were once conducted manually. The substantial engagement from the entire school community signifies the successful implementation of this policy. The implementers adhered to guidelines while also actively enhancing the system. Consequently, it can be concluded that the execution of the SRIKANDI policy is progressing effectively and yielding substantial outcomes, primarily aimed at enhancing the efficiency, transparency, and accountability of school archive management.

The limits and assistance throughout its implementation suggest that the school encounters many technical and non-technical problems, notwithstanding the successful execution of the policy. The primary challenges encompass internet accessibility, device constraints, interruptions to the National Data Center, and the initial adjustment to the digital system. Nonetheless, these problems are minor and may be surmounted

due to the robust assistance from the Education Department and the dedication of the implementers in each unit.

3.6. Effects of SRIKANDI Implementation on School Archive Management

The SRIKANDI policy has enhanced archival management in secondary schools. Findings from comprehensive interviews and observations indicate that three primary factors have enhanced: administrative efficiency, the organization of archive management, and heightened public transparency and accountability. The beneficial effects indicate that the application of SRIKANDI induces alterations in the school's work culture, alongside meeting administrative obligations. Over time, records management has been acknowledged as a crucial component of effective corporate governance, no longer regarded as a supplementary job. This policy enhances school archive management and promotes effective governance in education.

The research findings demonstrate that Sistem Informasi Kearsipan Dinamis Terintegrasi (SRIKANDI) policy is effectively implemented in secondary schools. All elements affecting the execution of communication, resources, disposition, and bureaucratic structure have collaborated well and operated harmoniously. Key findings indicate that training, socialization, and inter-school coordination facilitate policy communication. The digitization of archives is facilitated by sufficient human resources and infrastructure. The adaptable and efficient school bureaucratic framework, along with the implementers' dedication to policy accomplishment, exemplifies significant motivation and commitment. The four components collaborate to facilitate a successful and sustainable policy implementation process. SRIKANDI enhances the efficiency, organization, openness, and accountability of school archive management.

IV. Conclusion

The SRIKANDI policy used in secondary schools has favorable and beneficial outcomes. SRIKANDI enhances archive management in senior high schools and vocational institutions. Policy implementers, educational institutions, and departments of education engage in effective communication. Ongoing technical support and engagement enhance implementers' comprehension of the policy's objectives and intentions. Effective policy execution is enhanced and less susceptible to misinterpretation when the communication is unequivocal and the information is transparent. The resources and supporting facilities are deemed sufficient. Officials enhanced their proficiency in utilizing the SRIKANDI application due to the training. The institution also offers adequate technology to facilitate the digitization of archives. This support enables institutions to effectively assume control of digital archive management systems.

The implementing provision demonstrates hope and a robust commitment to policy execution. SRIKANDI is regarded by school administrators and administrative personnel as a significant breakthrough that accelerates administration and enhances job efficiency. A primary internal factor for effective implementation is a substantial degree of acceptance of the system modifications. The bureaucratic system operates efficiently and transparently. To enable policy execution, the work unit has organized the allocation of responsibilities, powers, and reporting systems. A transparent and responsible digital reporting system facilitates seamless cooperation between schools and educational institutions. The execution of the SRIKANDI policy has led to enhancements in school archive management. Administrative operations are rendered more efficient, expedited, and precise. This solution also improves the security, openness, and accountability of document management. Furthermore, SRIKANDI fosters the establishment of a digital-centric work culture that elevates teacher professionalism.

Educational institutions must consistently enhance their mentorship, advising, and supervisory frameworks. Educational institutions must persist in enhancing the application for all administrative and archival procedures, encompassing not only incoming and outgoing correspondence but also planning

documents, reports, and data related to school activities. The impact of SRIKANDI implementation on additional factors warrants further investigation by future scholars.

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