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The Integration of Digital and Offline Services in the Management of Education Information Systems: Implications for Parental Satisfaction

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Abstract. The integration of digital and offline services in the management of the Education Management Information System (SIMP) is essential to accommodate parents' diverse information access needs. This study aims to analyse the integration of these two types of services and its implications for parent satisfaction at SMP Negeri 1 Diwek, Jombang. The study employed a qualitative approach using a case study design. Data were collected through interviews, observations and documentation, and subsequently analysed using the interactive model developed by Miles, Huberman and Saldaña. The findings indicate that digital services via the school's website and WhatsApp are complemented by direct administrative services and circulars. This integration provides alternative means of accessing information, whilst the clarity and timeliness of the information support the delivery of services to parents. The ease of obtaining information and positive communication experiences are associated with parental satisfaction, although a causal relationship has not yet been established. This study proposes the concept of integrating digital and in-person services as an adaptive approach to managing access to information that is, a management approach that combines the efficiency of digital communication with the sustainability of access through in-person services.

Keywords: Education Management Information Systems; Integration of Digital and Offline Services; Quality of Information Services; Parental Satisfaction; Educational Governance

Abstrak *Integrasi layanan digital dan luring dalam pengelolaan Sistem Informasi Manajemen Pendidikan (SIMP) penting untuk mengakomodasi kebutuhan akses informasi orang tua yang beragam. Penelitian ini bertujuan menganalisis integrasi kedua jenis layanan dan implikasinya terhadap kepuasan orang tua siswa di SMP Negeri 1 Diwek, Jombang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa layanan digital melalui website sekolah dan WhatsApp dilengkapi dengan pelayanan administrasi langsung serta surat edaran. Integrasi tersebut menyediakan alternatif akses informasi, sedangkan kejelasan dan keterbaruan informasi mendukung pelaksanaan pelayanan kepada orang tua. Kemudahan memperoleh informasi dan pengalaman komunikasi yang positif berkaitan dengan kepuasan orang tua, meskipun belum membuktikan hubungan sebab-akibat. Penelitian ini menawarkan konsep integrasi layanan digital dan luring sebagai tata kelola akses informasi yang adaptif, yaitu pengelolaan yang memadukan efisiensi komunikasi digital dengan keberlanjutan akses melalui layanan luring.*

Kata Kunci: *Sistem Informasi Manajemen Pendidikan; Integrasi Layanan Digital dan Luring; Kualitas Layanan Informasi; Kepuasan Orang Tua; Tata Kelola Pendidikan*

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INTRODUCTION

Digital transformation has driven changes in the governance of education, particularly in the management of information and the delivery of services to stakeholders. The Education Management Information System (SIMP) has become a key tool in supporting data management, the provision of information, and effective and accountable decision-making (Iwogbe dkk., 2025; Maulida, 2025; Rahman & Prabowo, 2025; Suharti & Mariam, 2025). However, the use of educational information systems is not only a matter of the availability of technology, but also of schools' ability to manage information and tailor services to users' needs. In the relationship between schools and parents, the need for information that is timely, accurate, transparent and easily accessible calls for responsive management of information services (Fahrun dkk., 2026). Therefore, the integration of digital and offline services is a key aspect to consider in the management of SIMP, particularly in ensuring that information services can reach parents with a wide range of circumstances and levels of technological access.

Although the use of SIMP continues to grow, the effectiveness of information services still faces various challenges in terms of management. Obstacles such as limited competence among administrators, sub-optimal coordination between units, inadequate information integration, and ineffective digital communication can hinder the dissemination of information to parents (Hamid & Aslan, 2025; Hasanah & Aimah, 2025; Jennah dkk., 2025). This situation indicates that the use of digital technology does not, in itself, guarantee the provision of high-quality information services (Aminah dkk., 2025; Renanda & Rosidin, 2025). Schools also need to take into account parents who have limited access to, or find it difficult to use, digital services. In this context, face-to-face services remain relevant as an alternative channel that complements digital services. The integration of these two channels requires structured management, coordination amongst administrators, and service mechanisms tailored to users' needs. Thus, the key issue is not merely how schools utilise SIMP, but also how the various service channels are managed in an integrated manner to support the quality of information services and meet parents' needs.

Previous research has examined the use of educational information systems from several perspectives. Ariatpi and Ismatullah demonstrate that the implementation of a School Management Information System can support administrative efficiency whilst strengthening communication between schools and parents through the provision of academic information (Ariatpi & Ismatullah, 2025). Abdullah examined the relationship between the management of the education information system and parental satisfaction, particularly in relation to the quality of service provided by schools (Abdullah, 2023). Meanwhile, (Afifah dkk., 2024; Ariatpi & Ismatullah, 2025) emphasises the importance of system quality, information quality and user acceptance for the success of an Education Management Information System. Overall, this research provides a foundation for

understanding the role of information systems in supporting administration, communication and user satisfaction. However, based on the focus of the study outlined above, a further understanding is still required of how digital and offline services are integrated into the management of education information systems, how the division of tasks amongst administrators supports the implementation of this integration, and how these practices relate to parental satisfaction. It is important to examine these gaps because the quality of information services is not only related to the systems used, but also to the governance of various service channels and the ability of schools to adapt them to users' needs.

This study was conducted at SMP Negeri 1 Diwek, Jombang, which has been utilising SIMP to support academic services, administration and communication with pupils' parents. This context provided an opportunity to examine the integration of digital and offline services in the practice of educational information management. Unlike the focus of previous studies outlined above, this research centres its analysis on the integration of these two service channels, whilst considering the support provided by management and its implications for parental satisfaction. The contribution of this research lies in providing empirical evidence regarding the practice of integrating digital and offline services, the management factors that support their implementation, and their relationship with the quality of information services and parental satisfaction. Based on this focus, this study aims to analyse the integration of digital and offline services in the management of the Education Management Information System and its implications for parents' satisfaction. The research findings are expected to enrich the field of educational management, particularly regarding the governance of integrated information services that are user-centred.

METHODS

This study employs a qualitative approach using a case study design to analyse the integration of digital and face-to-face services in the management of the Education Management Information System (SIMP) and its implications for parents' satisfaction (Creswell & Poth, 2016; Yin, 2018). The research was conducted at SMP Negeri 1 Diwek, Jombang. The research location was selected *purposively* because the school had been utilising SIMP to support academic services, administration and communication with pupils' parents. Research informants included the headteacher, deputy headteacher, school IT operator, teachers, administrative staff, the school committee, and parent representatives. The selection of informants was based on their involvement and responsibilities in the management, implementation and utilisation of educational information services.

Data were collected through semi-structured interviews, observation and a documentary review. These three methods were used to obtain complementary information on the integration of digital and face-to-face services, organisational governance, the delivery of information services, and parents' experiences of accessing school services. Details of the data collection methods, data sources and the focus of data collection are presented in Table 1.

Table 1. Data Collection Methods and Research Focus

Data collection techniques	Data sources	Focus of data collection
Semi-structured interview	Headteachers, deputy headteachers, school administrators, teachers, administrative staff, school	Management of digital and in-person services, division of responsibilities, coordination of services, and parents' experiences and satisfaction

	committees and parents' representatives	
Observation	The provision of information services in schools	The use of digital media and the provision of information services in person
Documentary study	Policy documents, service records, communication records and other relevant documents	Evidence of the delivery of services, the provision of information, and the management of education information systems

The data were analysed using the Miles, Huberman and Saldaña interactive model, which involves data condensation, data presentation, and the drawing and verification of conclusions (Miles dkk., 2014). Data condensation was carried out by selecting and focusing on information relevant to the integration of digital and offline services. Subsequently, the data is presented according to research themes to identify patterns in management, the delivery of information services, and parents' experiences. Conclusions are drawn and verified by interpreting the findings and checking their consistency against the collected data. The analysis takes place simultaneously from the time of data collection until the research is completed.

The validity of the data is ensured through source triangulation, methodological triangulation and *member checking*. Source triangulation is carried out by comparing information from different categories of informants, whilst methodological triangulation is carried out by comparing the results of interviews, observations and documentation. Furthermore, *member checking* is carried out by confirming the results of the interpretation with the informants to verify that the interpretation is consistent with the information they provided (Lincoln & Guba, 1985). These steps are used to strengthen the credibility of the research findings

RESEARCH FINDINGS AND DISCUSSION

Results

Integration of Digital and Offline Services in SIMP Management

The management of the Education Management Information System at SMP Negeri 1 Diwek, Jombang, is not only focused on managing school data, but also on providing information channels that parents can use to monitor their children's educational progress and administrative matters. These findings demonstrate that the SIMP functions as part of the school's information services, combining digital access with in-person services. This integration is evident in the use of Android-based devices, the school website and class teacher communication channels, supplemented by face-to-face services when required. The headteacher explained:

> *"Diwek State Secondary School No. 1 has long had an educational management system that provides both online and offline services. Parents can access information about their children's progress at school, their attendance, their school fee payments, and so on. This system will run on Android and can be accessed by parents."*

This description indicates that the scope of the SIMP service includes information on attendance, pupils' circumstances and administrative requirements. The management of the system involves not only data storage but also the provision of information required by parents to monitor their children's educational progress.

The management of the SIMP involves more than one aspect of the school. This involvement is reflected in data management, the provision of information, and the communication of information to parents. An administrative officer explained: *"The education management system has been in use for a long time… It contains data on the school, pupils and their parents."*

This explanation was reinforced by a statement from the Deputy Headteacher for Student Affairs: *"The education management information system contains data on the school, pupils and their parents or guardians, teachers and all educational staff listed on the school's website. It also includes important information that we must share with parents or guardians, as well as details of other activities."*

The Education Management Information System (SIMP) encompasses the management of data relating to various aspects of the school whilst supporting the dissemination of information to parents. Findings from the observations also indicate that information is disseminated via the school website, class teacher WhatsApp groups, and the internal administration system. Meanwhile, documentation in the form of the management team structure, guidelines for using the SIMP, and records of information dissemination provide evidence of the administrative tools utilised in managing the system.

Based on all this data, it was found that the management of the SIMP is carried out through three main practices, namely raising awareness of the system's use, the allocation of tasks amongst managers, and the utilisation of digital and offline services. These three practices demonstrate that system management encompasses the use of technology, the organisation of personnel, and the provision of service channels. However, the available evidence provides greater detail regarding the use of various information media and the involvement of school staff than it does regarding the specific processes of awareness-raising and the allocation of responsibilities.

Implementation of the Integration of Information Services for Parents

The integration of digital and offline services is achieved through the use of various information channels, tailored to the needs of the school and parents. The school website is used to disseminate school information and news, whilst the class teacher's WhatsApp group serves as a communication channel enabling information to be conveyed directly to parents. Face-to-face administrative services and the use of circulars complement these digital channels. These findings indicate that information services do not rely on a single medium, but rather utilise multiple channels to support the dissemination of academic, administrative and school activity information.

From the management's perspective, the quality of information services is demonstrated through efforts to ensure the clarity, completeness and timeliness of information. The headteacher stated: *"The information provided is very clear and comprehensive, and we always strive to keep it up to date."* This statement was reinforced by an administrative officer who explained: *"The information provided is sufficiently clear and up to date… via WhatsApp it's quick, and the school also always updates the news on the school website."*

The comments from both informants indicate that the speed of information delivery and updates is a key consideration in the service provided to parents. The website and WhatsApp are used to convey information via digital channels, whilst offline services complement the service mechanism when information needs to be conveyed through other means.

Service integration at SMP Negeri 1 Diwek is achieved through the division of functions across service channels. Digital media support the dissemination of information and communication, whilst offline channels provide an alternative for parents with limited access to technology. Service integration in this study is characterised not only by the use of various media, but also by efforts to provide access to information through different channels.

The Implications of Service Integration for Parental Satisfaction

Parents' experiences of using school information services relate to the ease with which they can obtain information and monitor their children's educational progress. The availability of information via digital media makes it easier for parents to access information without always having to visit the school. This finding is reflected in a statement from one parent: *"As parents, we are satisfied with the implementation of the information system because everything has become easier… the information they provide makes it easier for us to monitor our children."*

This statement suggests that parents' satisfaction is linked to the ease of accessing information and their ability to monitor their children's development. These findings indicate that the benefits of information services lie not only in the availability of the system, but also in its usefulness in meeting parents' needs.

From the school's perspective, parental satisfaction is also linked to trust in the educational services provided. The headteacher stated*: "If parents were dissatisfied, there would be no way we could have such a large number of pupils. Their satisfaction is demonstrated by the fact that they trust us to educate their children here."*

The headteacher's statement suggests that parental trust is understood as a sign of acceptance of the school's services. However, this statement represents the informant's perspective and does not in itself prove that pupil numbers directly reflect the level of parental satisfaction. Evidence of satisfaction in this study is more strongly demonstrated through the experiences of parents who stated that the information system made it easier for them to obtain information and monitor their children.

This study identified challenges in the form of limited access to technology and the potential for miscommunication amongst some parents. The school responded to these conditions by combining digital and face-to-face services. These findings indicate that the provision of alternative service channels forms part of information management practices designed to reach parents with varying levels of access. The implications of service integration for parental satisfaction are reflected in the ease of obtaining information, more accessible communication, and the availability of alternative services when digital access is limited.

Table 1. Research Findings

No	**Focus**	**Form**	**Findings**
1	Integration of digital and offline services in SIMP management	Website, WhatsApp, direct administrative services, and circulars.	The management of SIMP combines digital and offline channels to broaden parents' access to information.
2	Provision of information services to parents	Academic information, attendance, administration and school activities.	The use of a variety of channels facilitates the rapid, clear and regularly updated dissemination of information.
3	The implications of service integration for parental satisfaction	Ease of access to information, communication and monitoring of a child's condition.	The integration of services relates to the ease with which parents can access information, participate, and place their trust in the school.

Discussion

Integration of Digital and Offline Services in Management

The management of the Education Management Information System indicates that the digitisation of services should not be understood merely as a shift in communication to electronic media, but must be viewed in terms of schools' ability to maintain access to information for parents in a variety of circumstances. This finding is consistent with (Jamarudin dkk., 2026; Solechan, 2021; Suharti & Mariam, 2025), which shows that the use of a learning management system for school–family communication does not replace the use of conventional communication channels. Cerdan-Infantes et al. also found that text messages and face-to-face meetings offer different benefits in conveying information to parents in Indonesia: text messages increase knowledge of specific information, whilst meetings foster a broader understanding and greater participation (Cerdan-Infantes dkk., 2022). This comparison shows that the effectiveness of a service is not determined solely by the sophistication of the medium, but also by the suitability of the channel to the communication needs.

This perspective is further supported by the findings of Badiuzzaman et al., whose systematic review demonstrates that the digital divide in school-family partnerships is not only linked to the availability of devices and internet access, but also to parents' skills and ability to utilise technology (Badiuzzaman dkk., 2025). These findings help to explain why the availability of websites and WhatsApp does not necessarily guarantee equal access for all parents. From an information systems perspective, the successful management of SIMP is determined not only by technological factors, but also by the alignment of the system with service procedures and user needs (Rahman & Prabowo, 2025b; Shobri, 2024). Consequently, the challenge of managing SIMP is not merely a matter of providing numerous channels, but of ensuring that access to information remains available when the use of digital media encounters obstacles.

Based on the above discussion, this study focuses on the concept of integrating digital and offline services as a means of adaptive information access management. This concept posits that the success of SIMP management lies in schools' ability to combine the efficiency of information delivery via digital media with the sustainability of access through offline services. This emphasis complements the study (Yanti dkk., 2024) on the effectiveness of administration and (Kristanti & Putra, 2025) regarding system quality and user acceptance, as referred to in the research manuscript. Its conceptual contribution lies in positioning accessibility as a key consideration in the management of school information systems, rather than merely as an incidental consequence of technology use. The novelty here does not lie in the use of two types of service each of which is already well-known but in the emphasis placed on the relationship between them as a mechanism for managing access to information. In practical terms, schools need to ensure consistency of information across channels, provide alternative services tailored to parents' needs, and assess whether the information provided is genuinely accessible to users.

Provision of Information Services to Parents

The effectiveness of schools' provision of information to parents should not be judged solely on the speed with which messages are conveyed, but also on their ability to improve parents' understanding of their children's educational situation. Cerdan-Infantes et al. found that text messages increased parents' knowledge of certain aspects, whilst facilitated meetings encouraged broader understanding and participation (Cerdan-Infantes dkk., 2022). Berlinski dkk, It also shows that providing regular updates on pupils' attendance, marks and behaviour can help bridge the information gap between schools and parents (Berlinski dkk., 2025). Both studies confirm that the

value of a service lies in the usefulness of the information, not merely in the medium through which it is delivered. In the context of this research, ease of access via the website and WhatsApp are supporting factors, but do not in themselves prove that parents' understanding has improved. The quality of the service must be assessed in terms of the extent to which the information provided is relevant to parents' needs and helps them to understand their child's condition more accurately.

This argument is supported by empirical evidence from (Berlinski dkk., 2025), which found that regular messages containing specific information about pupils' attendance, marks and behaviour can reduce the information gap between parents and the school. The study showed that the value of the information service lies not merely in the use of technology, but in the ability of the information provided to improve parents' knowledge of their children's educational progress. When compared with the findings of this study, there is a difference in the depth of the evidence. This study describes the ease of obtaining information through various channels, whilst Berlinski et al. examined changes in parents' knowledge through a structured intervention. Consequently, the findings of this study are more appropriately positioned as evidence regarding information service practices that facilitate access, whilst also highlighting the need to pay attention to the relevance and usefulness of the information for parents.

This distinction also helps to clarify the application of the information system success model. The quality of information is not only a matter of clarity and timeliness, but must also be linked to the usefulness of the information to its recipients; whilst service quality relates to the support that enables users to obtain the information they require (Paputungan dkk., 2026; Rismawati dkk., 2024). Consequently, a website and WhatsApp do not automatically serve as indicators of the success of a service simply because they are actively used. Both need to be assessed on the basis of whether the information provided is relevant to parents' needs, available at the right time, and allows for clarification when misunderstandings arise. This is where information services relate to service integration in the first focus area: integration provides access channels, whilst the quality of service determines the value of the information obtained through those channels.

Based on this relationship, the findings of this study point towards a concept of information provision aimed at reducing the information gap between schools and parents. This concept places the success of such provision not merely on the dissemination of messages, but on the school's ability to provide information that is relevant, clear and useful for parents' understanding. This contribution complements the discussion on the quality of information systems by emphasising the substantive role of communication in the school family relationship. However, as this study has not measured changes in parents' knowledge before and after receiving information, the reduction of the information gap must be positioned as a conceptual direction derived from the findings, rather than as a proven impact. In practical terms, schools need to evaluate not only the frequency of information dissemination but also parents' understanding, their need for clarification, and the suitability of the information to the pupils' circumstances.

The Implications of Service Integration for Parental Satisfaction

Parental satisfaction with the use of school information services needs to be understood in terms of the perceived benefits, rather than solely on the basis of the availability of a digital system. In this study, parents' statements that SIMP makes it easier to monitor their children's well-being indicate that ease of access to information is an important part of the service experience. However, ease of access does not automatically imply satisfaction with the school's services as a whole. This distinction is consistent with DeLone and McLean's information system success model, as cited by Runlinawaty, which identifies user satisfaction as a distinct dimension in assessing system success.

(Rulinawaty dkk., 2024). Research (Çelik & Ayaz, 2022) They even found that the quality of the system, information and services did not significantly influence user satisfaction in the context of student information systems at higher education institutions.

These differing results demonstrate that the availability of a system and its technical quality are not always sufficient to explain satisfaction; the user experience and context of use must also be taken into account. In the context of this study, the integration of digital and offline services can be understood as a factor that facilitates access to information, whilst assessments of satisfaction must still be based on parents' experiences of the services received. Distinguishing between ease of access and satisfaction is also important when interpreting one informant's statement that parents' trust is reflected in their willingness to enrol their children at that school. Trust in the school is a broader institutional assessment than satisfaction with information services, as it can be influenced by learning experiences, relationships with teachers, and the school's reputation (Jannah dkk., 2025; Kurniawati & Fauzi, 2023). Therefore, these two findings should not be treated as identical indicators. The findings of this study more accurately suggest that the ease of accessing information is one of the positive experiences associated with parents' acceptance of school services. Its analytical contribution lies in the understanding that the integration of digital and face-to-face services has the potential to support satisfaction through ease of access, but cannot be regarded as the sole determinant of parental satisfaction or trust.

Based on these findings, this study suggests that parental satisfaction is linked to the accessibility and perceived benefits of information services, rather than merely the presence of technology. The integration of digital and offline channels provides alternative means of access, whilst the quality of information and the service experience determine how those benefits are perceived. This emphasis complements the study (Ariatpi & Ismatullah, 2025) regarding the success of the information system by positioning parents' access experiences as a key factor in understanding satisfaction. However, as this study did not measure satisfaction levels quantitatively or compare parents' experiences before and after the integration of services, the findings do not establish a cause-and-effect relationship. In practical terms, schools need to regularly evaluate ease of access, clarity of information, responsiveness of services and parents' experiences to ensure that the development of the SIMP system truly meets users' needs.

CONCLUSION

This study shows that the management of the Education Management Information System (SIMP) at SMP Negeri 1 Diwek, Jombang, is carried out through the integration of digital and offline services to broaden parents' access to information. The use of the website, WhatsApp and the internal administration system operates alongside face-to-face services and circulars. This integration demonstrates that the management of the SIMP does not rely solely on the availability of technology, but also on the ability to accommodate diverse information access needs. The delivery of services through various channels facilitates parents' access to information regarding attendance, administration and school activities, which, according to informants, is linked to positive experiences with the information services.

The findings of this study point to the concept of integrating digital and offline services as an adaptive approach to managing access to information. This concept emphasises that service integration is not merely the use of multiple communication media, but rather an effort to combine the efficiency of digital information delivery with the sustainability of access through offline services. Within this framework, the quality of information and service experience are key aspects

for understanding parental satisfaction. However, as this study employs a qualitative approach, the findings describe the informants' experiences within the research context and do not yet establish a causal relationship between service integration and parental satisfaction.

Further research is recommended to test the relevance of the concept of adaptive information access governance across various levels and contexts of education. Further studies could also compare parents' experiences of accessing digital and offline services and examine the relationship between accessibility, quality of information and user satisfaction. The use of mixed-methods or quantitative approaches could be considered to test the relationships between these components in a more measurable way and to broaden our understanding of the success of educational information system management.

Statement on the Use of Artificial Intelligence (AI)

The authors used Artificial Intelligence (AI) only as an editorial aid in preparing this manuscript. Its use was limited to improving language clarity, refining sentence construction, and assisting with the organization of the written presentation. Literature selection, analysis, conceptual interpretation, and the formulation of findings and conclusions were conducted by the authors.

Author Contribution Statement

Moh. Zahiq: conceptualization, research design, data collection, analysis, and manuscript drafting. Nur Zaidah: conceptual guidance, critical review, and manuscript revision. Beny Sintasari: literature review, data interpretation, and manuscript revision. Solikhin: data collection, analysis, and manuscript review. Hari Khoirur Rozikin: literature analysis, critical review, and manuscript revision. Husnain Ali: conceptual review, manuscript editing, and final review. All authors contributed to the completion of the manuscript and approved the final version for publication.

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Conflict of Interest Statement

The authors declare no competing interests associated with this research or its publication.

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