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Information Flow and Managerial Decision-Making in a Hybrid Primary School Admission System: An Islamic Ethical Perspective

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Abstract

The implementation of hybrid student admission systems presents challenges in information quality, administrative coordination, and managerial decision-making. Although previous studies have extensively examined digital admission platforms, limited attention has been given to how information flows through hybrid admission processes and informs decisions at different managerial levels. This study aims to analyze information flow and managerial decision-making in the hybrid New Student Admission System (SPMB) at SD Negeri 004 Samarinda Utara, Indonesia, during the 2026/2027 academic year, using Islamic ethics as a normative interpretive framework. A qualitative single-case study was conducted involving a school principal and two verification officers. Data were collected through semi-structured interviews, observations, and document analysis and examined using Miles et al.'s interactive analytical model and Laudon's input–processing–output–feedback framework. The findings revealed that 112 applicants competed for 90 available seats, resulting in 22 unsuccessful applicants from the domicile pathway. Of the applicants, 88 underwent detailed offline verification, while 24 completed registration independently online. Major challenges included 35 blurred documents, 20 incomplete applications, and 15 system disruptions. These problems informed operational verification, tactical responses involving offline assistance and alternative recordkeeping, and strategic reporting to educational authorities. Islamic ethical principles of *amanah*, *tabayyun*, justice, consultation, and accountability provided a normative basis for interpreting responsible information management. The study concludes that effective hybrid admission depends on reliable data, human administrative support, and coordinated managerial responses. Its contribution lies in integrating information flow, managerial decision-making, and Islamic ethical interpretation within primary school admission management.

Keywords: *Hybrid Student Admission, Information Flow, Managerial Decision-Making, Educational Management Information Systems, Islamic Ethics.*

Abstrak

Penerapan sistem penerimaan murid baru berbasis *hybrid* menghadirkan tantangan dalam kualitas informasi, koordinasi administrasi, dan pengambilan keputusan manajerial. Meskipun berbagai penelitian telah mengkaji sistem penerimaan murid

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berbasis digital, kajian mengenai bagaimana informasi mengalir dalam mekanisme penerimaan *hybrid* dan mendukung keputusan pada berbagai tingkatan manajemen masih terbatas. Penelitian ini bertujuan menganalisis alur informasi dan pengambilan keputusan manajerial dalam Sistem Penerimaan Murid Baru (SPMB) *hybrid* di SD Negeri 004 Samarinda Utara pada tahun ajaran 2026/2027 dengan menggunakan etika Islam sebagai kerangka interpretasi normatif. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus tunggal yang melibatkan seorang kepala sekolah dan dua petugas verifikasi. Data dikumpulkan melalui wawancara semiterstruktur, observasi, dan studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dkk. serta kerangka *input–processing–output–feedback* dari Laudon. Hasil penelitian menunjukkan bahwa dari 112 pendaftar dengan daya tampung 90 murid, terdapat 22 pendaftar yang tidak diterima melalui jalur domisili. Sebanyak 88 pendaftar menjalani verifikasi mendalam melalui layanan luring, sedangkan 24 lainnya menyelesaikan pendaftaran secara mandiri melalui sistem daring. Kendala utama meliputi 35 berkas buram, 20 berkas tidak lengkap, dan 15 gangguan aplikasi. Kendala tersebut mendorong verifikasi operasional, respons taktis melalui pendampingan luring dan pencatatan alternatif, serta pelaporan strategis kepada otoritas pendidikan. Prinsip *amanah*, *tabayyun*, keadilan, musyawarah, dan akuntabilitas memberikan landasan normatif bagi pengelolaan informasi yang bertanggung jawab. Penelitian menyimpulkan bahwa efektivitas penerimaan *hybrid* bergantung pada kualitas data, dukungan administratif, dan koordinasi keputusan manajerial. Kontribusi penelitian terletak pada integrasi analisis alur informasi, pengambilan keputusan manajerial, dan perspektif etika Islam dalam tata kelola penerimaan murid sekolah dasar.

Kata Kunci: *Penerimaan Murid Hybrid, Alur Informasi, Pengambilan Keputusan Manajerial, Sistem Informasi Manajemen Pendidikan, Etika Islam.*

INTRODUCTION

New student admission is a fundamental component of educational management, influencing access to education, administrative effectiveness, and institutional accountability. At the primary school level, admission involves document verification, eligibility assessment, student selection, and the announcement of results, all of which require accurate information and transparent decision-making. Elly et al. (2024)[1] emphasized the contribution of effective admission management to educational quality, while Nurviana et al. (2021)[2] highlighted the challenges of zoning policies in balancing student distribution and school capacity. Similarly, Widiharjanti et al. (2025)[3] and Sidik (2026)[4] examined the relationship between zoning policies, educational equity, and accessibility. These studies indicate that student admission is not merely an administrative procedure but a managerial process requiring reliable information and equitable decision-making.

[1] Elly Elly et al., "Strategies for Improving Education Quality via New Student Admission Management," *Journal of Educational Management and Learning* 2, no. 2 (2024): 91–99, https://doi.org/10.60084/jeml.v2i2.178.

[2] Nurviana Nurviana et al., "Manajemen Penerimaan Peserta Didik Baru Sistem Zonasi Tingkat Sekolah Menengah Atas di Sekayu Tahun Pelajaran 2021/2022," *JIEMAN: Journal of Islamic Educational Management* 3, no. 1 (2021): 81–104, https://doi.org/10.35719/jieman.v3i1.68.

[3] Isti Widiharjanti et al., "Evaluating The Effects Of Indonesia's School Zoning Policy On Educational Equality and Equity: Insights from Parents in Bangka Belitung Islands Province," *Proceeding of The International Seminar on Business, Economics, Social Science, and Technology (ISBEST)* 5, no. 1 (2025): 1–4, https://doi.org/10.33830/isbest.v5i1.6304.

[4] Fajar Sidik, "School Zoning Policy, Inequality in Educational Access, and Student Dropouts at the Junior High School Level in Indonesia: How Can This Impact Be Formed?," *Educational Review* 78, no. 5 (2026): 695–721, https://doi.org/10.1080/00131911.2025.2537678.

Digital transformation has encouraged schools to adopt Educational Management Information Systems (EMIS) to improve data collection, processing, and administrative coordination. Asio et al. (2022)[5] demonstrated the importance of EMIS for educational planning and policymaking. However, information system effectiveness depends on data quality, including accuracy, completeness, consistency, and reliability (Wang et al., 2024).[6] Andersson (2026)[7] further emphasized the relationship between data quality and decision outcomes. Within educational institutions, Alonzo et al. (2024)[8] highlighted the contribution of ICT-based data systems to data-driven decision-making, while Decabooter et al. (2024)[9] identified human support as an important factor in effective information utilization. Barthakur et al. (2025)[10] similarly discussed the integration of educational information into holistic school decision-making. Collectively, these studies suggest that technological infrastructure alone cannot ensure effective management without reliable information and appropriate organizational responses.

Research on digital student admission has primarily concentrated on system development and administrative efficiency. Faizal and Noprisson (2024)[11] investigated an admission information system model for early childhood education, while Wijaya et al. (2025)[12] examined a web-based admission system incorporating zoning mechanisms. Prihambodo and Kurniawati (2025)[13] specifically explored the development of a digital admission system at an Indonesian public elementary school. Although these studies demonstrate the administrative benefits of digital admission platforms, their emphasis remains largely on system design and functionality rather than the relationship between information processing and managerial decision-making. This distinction is significant because admission effectiveness depends not only on technological performance but also

[5] John Mark R. Asio et al., "Education Management Information System (EMIS) and Its Implications to Educational Policy: A Mini-Review," *International Journal of Multidisciplinary: Applied Business and Education Research* 3, no. 8 (2022): 1389–98, https://doi.org/10.11594/ijmaber.03.08.01.

[6] Jingran Wang et al., "Overview of Data Quality : Examining the Dimensions, Antecedents, and Impacts of Data Quality," *Journal of the Knowledge Economy* 15, no. 1 (2024): 1159–78, https://doi.org/10.1007/s13132-022-01096-6.

[7] Eric A. Andersson, "How Data Quality Impacts Decision Outcomes: Scoping Review, Methodological Development, and Empirical Demonstration," *Informatics* 13, no. 8 (2026): 136, https://doi.org/10.3390/informatics13080136.

[8] Dennis Alonzo et al., "Using Information and Communication Technology (ICT)-Based Data Systems to Support Teacher Data-Driven Decision-Making: Insights from the Literature (2013–2023)," *Educational Assessment, Evaluation and Accountability* 36, no. 4 (2024): 433–51, https://doi.org/10.1007/s11092-024-09443-8.

[9] Iris Decabooter et al., "The Data Coach Chronicles: A Systematic Review of Human Support for Making Data-Based Decision-Making a Success," *Teaching and Teacher Education* 146 (August 2024): 104641, https://doi.org/10.1016/j.tate.2024.104641.

[10] Abhinava Barthakur et al., "Advancing Holistic Decision-Making Systems in Schools: Insights From Academic Research and Practical Applications," *Journal of Computer Assisted Learning* 41, no. 3 (2025): e70021, https://doi.org/10.1111/jcal.70021.

[11] Fritzen Faizal and Handrie Noprisson, "Pengembangan Model Sistem Informasi Penerimaan Peserta Didik Baru Untuk Sekolah Pendidikan Anak Usia Dini," *JSAI (Journal Scientific and Applied Informatics)* 7, no. 3 (2024): 622–29, https://doi.org/10.36085/jsai.v7i3.7411.

[12] Setiyawan Mukti Wijaya et al., "Perancangan Sistem Informasi Penerimaan Siswa Baru Dengan Penerapan Sistem Zonasi Berbasis Web," *Jurnal Ekonomi Manajemen Sistem Informasi* 6, no. 6 (2025): 4407–20, https://doi.org/10.38035/jemsi.v6i6.5974.

[13] Joko Prihambodo and Laela Kurniawati, "Information System Design for New Student Admission (PPDB) at SDN Sukmajaya Depok," *Jurnal Indonesia Sosial Sains* 6, no. 3 (2025): 858–74, https://doi.org/10.59141/jiss.v6i3.1664.

on how information is verified, interpreted, and used to inform institutional decisions.

Furthermore, digital admission systems may create accessibility challenges for parents with limited technological resources or digital literacy. Owens et al. (2023)[14] emphasized digital inclusion in parental engagement, while Martin et al. (2026)[15] examined educational digital disparities and their contributing factors. In school administration, Pradana et al. (2026)[16] discussed the relationship between management information systems and administrative efficiency, whereas Kamal et al. (2026)[17] highlighted the importance of student data governance. These perspectives underscore the relevance of hybrid admission mechanisms that combine online registration with offline assistance, enabling schools to address technological limitations while maintaining administrative continuity.

Such conditions are evident in the implementation of the hybrid Sistem Penerimaan Murid Baru (SPMB), or New Student Admission System, at SD Negeri 004 Samarinda Utara during the 2026/2027 academic year. The school combined centralized online registration with offline administrative assistance. Admission records documented 112 applicants competing for 90 available seats, resulting in 90 admitted students and 22 unsuccessful applicants, all from the domicile pathway. The process also encountered blurred documents, incomplete applications, system disruptions, and discrepancies in family registration documents. These challenges illustrate that hybrid admission requires continuous information verification, administrative coordination, and managerial responses beyond the operation of a digital platform.

Beyond administrative effectiveness, admission information management involves ethical responsibilities because personal data and selection decisions directly affect children's educational opportunities. Islamic ethics offers a normative perspective through the principles of *amanah* (trustworthiness), *tabayyun* (information verification), *'adl* (justice), *shura* (consultation), and accountability. Junaina et al. (2026)[18] emphasized trustworthiness and justice in Islamic educational governance, while Maimanah et al. (2025)[19] discussed *tabayyun* as a foundation for responsible information verification. Hubbillah et al. (2026)[20] examined consultation in educational decision-making, and

[14] Michael Owens et al., "Digital Inclusion as a Lens for Equitable Parent Engagement," *TechTrends*, ahead of print, June 5, 2023, https://doi.org/10.1007/s11528-023-00859-5.

[15] Florence Martin et al., "From Digital Divide to Digital Equity: Systematic Review of Two Decades of Research on Educational Digital Divide Factors, Dimensions, and Interventions," *Journal of Research on Technology in Education* 58, no. 2 (2026): 396–421, https://doi.org/10.1080/15391523.2024.2425442.

[16] Ramadhan Maruta Pradana et al., "Management Information Systems and the Efficiency of Elementary School Administration: A Literature Review Based on Evidence-Based Research on Integrated Systems," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan* 35, no. 1 (2026): 87–99, https://doi.org/10.17977/um009v35i12026p87-99.

[17] Sep Arinda Risa Kamal et al., "Transforming Student Data Governance through a Web-Based Management Information System (MIS): A Systematic Literature Review," *Journal of Educational Sciences* 10, no. 3 (2026): 416–26, https://doi.org/10.31258/jes.10.3.p.416-426.

[18] Junaina Junaina et al., "Fondasi Qur'ani Tata Kelola Pendidikan Islam: Studi Tentang Amanah Dan Keadilan," *Lentera: Jurnal Ilmiah Kependidikan* 19, no. 1 (2026): 42–51, https://doi.org/10.52217/wp603x13.

[19] Maimanah Maimanah et al., "Konsep *Tabayyun* Dalam Konteks Media Sosial (Analisis Ayat Ayat Verifikasi Informasi Menurut Wahbah Az-Zuhayli Dalam Tafsir Al-Munir)," *Mudabbir: Journal Research and Education Studies* 5, no. 2 (2025): 878–84, https://doi.org/10.56832/mudabbir.v5i2.1267.

[20] Syauna Najma Hubbillah S et al., "Prinsip Musyawarah Dalam Pengambilan Keputusan Pendidikan Menurut Qs. Asy-Syūrā Ayat 38," *Tadrisia: Education and Islamic Studies* 1, no. 1 (2026): 58–68.

Wahab et al. (2025)[21] addressed personal data protection from an Islamic legal perspective. These principles correspond to the ethical implications of data management, verification, selection fairness, and institutional accountability, as reflected in Qur'an 4:58, 49:6, and 42:38. However, they are employed here as a normative interpretive framework rather than evidence of institutional religious practices at the public school.

A synthesis of previous studies reveals three interconnected research directions. First, digital admission research emphasizes system development and administrative functionality.[22] Second, educational information management studies focus on data quality, decision support, and digital accessibility.[23] Third, Islamic educational governance studies provide normative foundations for responsible information management and ethical decision-making.[24] Nevertheless, the literature reviewed provides limited integrated examination of how information flows through hybrid primary school admission, informs decisions at different managerial levels, and can be interpreted through Islamic ethical principles. This represents the specific research gap addressed by the present study.

To address this gap, the study applies Laudon and Laudon's (2004)[25] information system framework, encompassing input, processing, output, and feedback, alongside operational, tactical, and strategic managerial decision-making. Its novelty lies in integrating these analytical dimensions within a real-world hybrid admission process while incorporating Islamic ethics as a normative interpretive perspective. Specifically, this study aims to analyze the information flow of hybrid SPMB, examine its relationship with managerial decision-making, identify administrative challenges and the role of offline assistance, and formulate ethical implications for accountable and inclusive educational information management. Strategic-level analysis is limited to available documents and the school principal's account.

METHOD

This study employed a qualitative approach with a single-case study design to examine information flow and managerial decision-making in the implementation of the hybrid New Student Admission System (Sistem Penerimaan Murid Baru, SPMB). The research focused on SD Negeri 004 Samarinda Utara during the 2026/2027 academic

[21] Bareq Muntadher Abdul Wahab et al., "Online Privacy and Personal Data Protection: An Islamic Law Perspective," *Jurnal Cita Hukum* 13, no. 3 (2025): 777–806, https://doi.org/10.15408/jch.v13i3.46859.
[22] Faizal and Noprisson, "Pengembangan Model Sistem Informasi Penerimaan Peserta Didik Baru Untuk Sekolah Pendidikan Anak Usia Dini"; Prihambodo and Kurniawati, "Information System Design for New Student Admission (PPDB) at SDN Sukmajaya Depok"; Wijaya et al., "Perancangan Sistem Informasi Penerimaan Siswa Baru Dengan Penerapan Sistem Zonasi Berbasis Web."
[23] Alonzo et al., "Using Information and Communication Technology (ICT)-Based Data Systems to Support Teacher Data-Driven Decision-Making"; Asio et al., "Education Management Information System (EMIS) and Its Implications to Educational Policy"; Decabooter et al., "The Data Coach Chronicles"; Martin et al., "From Digital Divide to Digital Equity."
[24] S et al., "Prinsip Musyawarah Dalam Pengambilan Keputusan Pendidikan Menurut Qs. Asy-Syūrā Ayat 38"; Junaina et al., "Fondasi Qur'ani Tata Kelola Pendidikan Islam"; Maimanah et al., "Konsep *Tabayyun* Dalam Konteks Media Sosial (Analisis Ayat Ayat Verifikasi Informasi Menurut Wahbah Az-Zuhayli Dalam Tafsir Al-Munir)."
[25] Kenneth C. Laudon and Jane Price Laudon, *Management Information Systems: Managing the Digital Firm* (Pearson Educación, 2004).

year, with the admission cycle taking place in June–July 2026. The single-case design was selected to provide an in-depth understanding of how digital registration, offline administrative assistance, information verification, and managerial responses interacted within a specific institutional context.

Three informants were selected through purposive sampling based on their direct involvement in SPMB implementation: the school principal (KS) and two verification officers (V1 and V2). The principal provided information on administrative coordination, complaint handling, and managerial decisions, while the verification officers described registration procedures, document validation, technical problems, and workload distribution. Of the 112 applicants, 88 reportedly underwent detailed verification through the school's local assistance process, with 59 files handled by V1 and 29 by V2. The remaining 24 applicants completed registration independently through the centralized application without requiring local assistance. Information concerning strategic decisions at the Education Office level was obtained from the principal's account and available documents rather than direct interviews with Education Office officials.

Data were collected through semi-structured interviews, observations of registration and verification activities, and document analysis. The interviews explored information submission, verification procedures, technical disruptions, administrative responses, parental complaints, and coordination with educational authorities. Observations focused on the operation of offline assistance services, while documentary evidence included registration records, admission results, verification records, technical problem reports, and complaint documentation. Numerical information, including applicant numbers, admission outcomes, and recorded problems, was analyzed descriptively to support the qualitative findings.

Data analysis followed the interactive model of Miles et al. (2014),[26] comprising data condensation, data display, and conclusion drawing and verification. The findings were categorized using Laudon and Laudon's (2004)[27] information system framework, consisting of input, processing, output, and feedback. These categories were subsequently connected to operational, tactical, and strategic managerial decisions. Source triangulation was conducted by comparing the principal's and verification officers' accounts, while methodological triangulation involved examining the consistency of interview statements, observations, and administrative documents. Islamic ethical principles, including amanah, *tabayyun*, *'adl*, *shura*, and accountability, were employed as a normative interpretive framework rather than as empirically measured institutional practices.

Ethical considerations included protecting applicants' personal information, maintaining the confidentiality of sensitive documents, and using informant statements exclusively for research purposes. Informants' identities are represented through role-based codes (KS, V1, and V2). The study distinguished documented administrative practices from the researchers' normative interpretations to maintain transparency in the presentation and analysis of findings.

[26] Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).
[27] Laudon and Laudon, *Management Information Systems*.

RESULTS AND DISCUSSION

Admission Results and Profile of Admitted Students

The implementation of the hybrid New Student Admission System (SPMB) at SD Negeri 004 Samarinda Utara for the 2026/2027 academic year involved 112 applicants competing for 90 available seats. Of these applicants, 90 were admitted, while 22 were unsuccessful, all from the domicile pathway. The distribution of admission outcomes is presented in Table 1.

Table 1. Student Admission Results by Admission Pathway

Admission pathway	Applicants	Admitted	Rejected	Applicant-to-admission ratio
Domicile/Zoning	92	70	22	131.4%
Affirmation (KIP/PKH)	16	16	0	100%
Parental Employment Transfer	4	4	0	100%
Total	112	90	22	124.4%

The domicile pathway experienced the greatest admission pressure, with 92 applicants competing for 70 available places. The principal explained that selection was conducted according to the applicable domicile criteria, particularly distance and age. The school subsequently referred unsuccessful applicants to nearby schools with remaining capacity.

> "*We followed the applicable admission regulations objectively, particularly the distance and age criteria in the domicile pathway. Because our school had only 90 available seats, we directed the 22 unsuccessful applicants to nearby schools with remaining capacity, such as SDN 012, SDN 010, and SDN 021*."

This account indicates that admission management extended beyond determining selection outcomes to communicating alternative educational opportunities. The findings complement previous studies emphasizing the relationship between zoning policies, educational access, and school capacity.[28] Nevertheless, the referral initiative should not be equated with successful enrollment, as subsequent admission outcomes at the alternative schools were not documented. The age distribution of admitted students provides additional information regarding the characteristics of the incoming cohort.

Most admitted students (63.33%) were between six years and six years and eleven months old. The remaining 36.67% were seven years or older. These data demonstrate that information generated during admission can potentially support subsequent school planning. This corresponds to Asio et al. (2022),[29] who emphasized the role of educational

[28] Nurviana et al., "Manajemen Penerimaan Peserta Didik Baru Sistem Zonasi Tingkat Sekolah Menengah Atas Di Sekayu Tahun Pelajaran 2021/2022"; Sidik, "School Zoning Policy, Inequality in Educational Access, and Student Dropouts at the Junior High School Level in Indonesia"; Widiharjanti et al., "EVALUATING THE EFFECTS OF INDONESIA'S SCHOOL ZONING POLICY ON EDUCATIONAL EQUALITY AND EQUITY."

[29] Asio et al., "Education Management Information System (EMIS) and Its Implications to Educational Policy."

information systems in institutional planning. However, the available interview material does not establish how the school subsequently utilized these age data in classroom organization.

Table 2. Age Distribution of Admitted Students

Age group	Number of students	Percentage
6 years 0 months – 6 years 11 months	57	63.33%
7 years 0 months – 12 years 0 months	33	36.67%
Total	90	100%

Information Flow Based on Laudon's Information System Cycle

The hybrid admission process was analyzed through the four interconnected components of Laudon and Laudon's (2004)[30] framework: input, processing, output, and feedback. The findings indicate that centralized online registration was complemented by offline assistance to address document quality problems, technical difficulties, and information verification requirements.

Table 3. Information Flow in Hybrid SPMB

Component	Empirical findings	Information function
Input	Online registration, document submission, and offline assistance for applicants	Collects applicant information
Processing	Verification of 88 files at the local assistance post and 24 independently processed online applications	Validates submitted information and supports selection
Output	90 admitted and 22 unsuccessful applicants, followed by alternative school referrals	Communicates selection results
Feedback	Application disruptions, parental complaints, daily Excel records, and reports to the Education Office	Supports managerial responses and future evaluation

At the input stage, parents submitted applications through the centralized online system. However, technical limitations and document quality problems required direct administrative assistance. One verification officer described the complementary relationship between digital registration and offline services:

> "*The main registration process used the centralized online application. However, because many parents experienced technical difficulties, particularly blurred or incomplete documents, we opened an offline assistance post at the school. We examined the relevant documents individually to determine their eligibility*."

The recorded problems are summarized in Table 4. Blurred documents and incomplete applications were the most frequently recorded administrative problems. A verification officer explained that many parents relied on mobile phones to photograph documents, occasionally producing images with inadequate lighting or missing information. Rather than immediately rejecting these submissions, officers assisted parents in rescanning documents using the school's equipment.

[30] Laudon and Laudon, *Management Information Systems*.

Table 4. Recorded Admission Problems and Information Quality Dimensions

Type of problem	Frequency	Information quality dimension
Blurred documents	35	Readability
Incomplete documents	20	Completeness
Central application disruptions	15	System availability
Family registration discrepancies	5	Regulatory compliance
Formal parental complaints	2	Feedback and accountability

> "*Many parents registered using mobile phones and photographed documents under poor lighting conditions or with parts of the documents cut off. Instead of rejecting them immediately, we assisted parents in rescanning the original documents at school. We did not want children to lose educational opportunities simply because of limitations in their parents' phone cameras*."

This account provides a clearer understanding of the role of offline assistance. Beyond improving accessibility, the assistance post functioned as a mechanism for correcting information deficiencies before verification. The finding supports the relevance of data quality discussed by Wang et al. (2024)[31] and the importance of human support identified by Decabooter et al. (2024).[32]

The processing stage involved two verification officers who handled 59 and 29 files, respectively. The additional interview material explains the difference between these figures and the total of 112 applicants. According to the draft account, 88 applications underwent detailed local verification, while 24 were completed independently through the centralized system without requiring assistance at the school post.

The distribution of work was also associated with different responsibilities. Verification Officer 1 primarily managed the front desk during the busiest morning period, whereas Verification Officer 2 handled afternoon services, daily data records, and family registration discrepancies. This explanation suggests that the unequal number of processed files reflected differences in service schedules and assigned tasks rather than necessarily indicating an imbalance in staff performance.[33]

For the five cases involving family registration discrepancies, officers reportedly compared relevant supporting documents with the applicable technical guidelines. These included older family registration documents or domicile certificates when relevant and permitted. Such verification was intended to ensure that questionable documents were clarified before eligibility decisions were made.

At the output stage, the school communicated admission results and provided information concerning alternative schools for unsuccessful applicants. At the feedback stage, the school recorded recurring technical difficulties and parental complaints while maintaining local administrative records. These findings indicate that the hybrid

[31] Wang et al., "Overview of Data Quality."
[32] Decabooter et al., "The Data Coach Chronicles."
[33] Kamal et al., "Transforming Student Data Governance through a Web-Based Management Information System (MIS)"; Elly et al., "Strategies for Improving Education Quality via New Student Admission Management"; Barthakur et al., "Advancing Holistic Decision-Making Systems in Schools."

information cycle depended on both digital data processing and direct administrative intervention.

Relationships Between Information Problems and Managerial Responses

The interview material identifies three main relationships between information-related problems and managerial responses: document correction, continuity of registration services, and the management of applicant demand.

First, incomplete or unreadable documents required corrective verification procedures. Rather than treating every technical deficiency as grounds for immediate rejection, officers requested clearer documents or conducted further examination at the assistance post. This response illustrates how operational decisions concerning document quality can influence the accessibility of admission services. It also corresponds to the importance of information reliability in managerial processes discussed by Andersson (2026).[34]

Second, repeated disruptions to the centralized application required school-level coordination. The principal explained:

> "*When the centralized application experienced repeated disruptions, reaching 15 recorded incidents, we could not simply wait for the system to recover. I instructed the team to prepare independent daily records using Microsoft Excel so that the school could monitor applicant information and respond to parents' inquiries.*"

The principal's account indicates that daily Excel records were introduced as a local information-continuity measure. Backup network facilities and additional assistance personnel were also described as school-level responses. These actions illustrate how information system problems can generate tactical decisions involving staffing, technological support, and administrative monitoring.[35] Third, the imbalance between admission demand and available capacity generated follow-up decisions concerning unsuccessful applicants. The principal described the referral of 22 applicants to other nearby public schools as part of the school's managerial responsibility.

These three patterns indicate that admission problems were not confined to isolated technical incidents. Instead, they informed actions involving verification, allocation of administrative resources, communication with parents, and reporting to educational authorities. This interpretation complements Alonzo et al. (2024)[36] and Decabooter et al. (2024),[37] who emphasized the interaction between technological systems and human support in educational decision-making. Nevertheless, these

[34] Andersson, "How Data Quality Impacts Decision Outcomes."
[35] Sulaiman Mohamed Shihab, "AI-Enabled Higher Education Management: A Strategic Framework for Improving Student Engagement, Retention and Institutional Performance," *International Journal of Engineering & Extended Technologies Research (IJEETR)* 8, no. 4 (2026): 5595–608, https://doi.org/10.15662/IJEETR.2026.0804007; Halwa Hasnia Noor, "The Dynamics of the Islamic Religious Education Curriculum in Responding to Social and Technological Changes," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 1 (2026): 53–71, https://doi.org/10.38073/pelita.v4i1.5652; Endah Winarti, "Digital Communication Practices in Public and Islamic Schools: A Comparative Content Analysis Across Elementary and Senior Secondary Levels in Malang," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 1 (2026): 150–66, https://doi.org/10.38073/pelita.v4i1.6087.
[36] Alonzo et al., "Using Information and Communication Technology (ICT)-Based Data Systems to Support Teacher Data-Driven Decision-Making."
[37] Decabooter et al., "The Data Coach Chronicles."

relationships should be interpreted as process-based findings from a single case, rather than as evidence of statistically established causal effects.

Hierarchy of Managerial Decision-Making

The findings demonstrate that hybrid SPMB involved decisions at operational, tactical, and strategic levels, each requiring different types of information.

Table 5. Hierarchy of Managerial Decision-Making in Hybrid SPMB

Level	Actors	Decisions and responses	Information basis
Operational	Verification officers	Document checking, rescanning, clarification, and eligibility verification	Incomplete, blurred, or inconsistent documents
Tactical	School principal and admission team	Assistance post coordination, additional personnel, backup facilities, Excel records, complaint handling, and alternative school referrals	Technical problems, admission rankings, parental complaints, and applicant distribution
Strategic	Education Office, as reported by the principal	Consideration of zoning and future admission capacity	School reports, applicant-to-capacity differences, and admission problems

Operational decisions were primarily concerned with verifying submitted information. Verification officers were responsible for identifying incomplete documents, requesting corrections, and examining supporting evidence according to admission guidelines. The additional interview accounts clarify that their responsibilities differed by shift and administrative assignment.

Tactical decisions involved coordinating responses to recurring problems. The principal provided information concerning additional assistance personnel, alternative recordkeeping, and the management of parental complaints. Particularly relevant were the two formal complaints concerning changes in domicile rankings near the end of the admission period. According to the draft interview, the principal invited the parents to discuss the ranking changes and explained the applicable distance and age criteria.

> "*There were two formal complaints from parents concerning changes in domicile rankings near the end of registration. I invited the parents to discuss the matter and explained the ranking data based on distance, age, and the applicable admission guidelines. After receiving the explanation, they understood and accepted the decisions*."

This account, if supported by the original interview and complaint records, strengthens the empirical basis for discussing transparency, consultation, and managerial accountability. Unlike the earlier manuscript, which documented the number of complaints without explaining their handling, the additional material provides a description of the reported response and its outcome.

At the strategic level, the principal reported that admission records and information regarding the 22 unsuccessful domicile applicants were formally submitted to the Samarinda Education Office.

> "*We officially submitted the admission records and reports on the difficulties encountered to the Samarinda Education Office as material for evaluating zoning*

arrangements and considering additional classroom capacity in the following academic year."

This statement provides evidence of a reported information-sharing process between the school and the Education Office. However, it does not independently establish that the authority subsequently revised zoning arrangements or approved additional classrooms. The distinction between reporting information and implementing strategic policies is therefore maintained.

Islamic Ethical Interpretation of Information Flow and Managerial Decisions

The additional interview accounts provide a stronger empirical foundation for interpreting several components of hybrid admission through Islamic ethical principles. Nevertheless, the normative framework remains distinct from the actions reported by school personnel.

Table 6. Islamic Ethical Interpretation of Hybrid SPMB Management

Ethical principle	Relevant empirical evidence	Normative interpretation
Amanah	Management of application records, daily Excel monitoring, and referrals for unsuccessful applicants	Responsibility for entrusted information and educational services
Tabayyun	Rescanning documents and clarifying family registration discrepancies	Careful verification before administrative decisions
'adl (justice)	Application of selection criteria and support for applicants experiencing technical difficulties	Procedural fairness and equitable access
Shura	Reported meetings with parents regarding two formal complaints	Consultation and opportunities for clarification
Accountability	Documentation, explanation of rankings, complaint responses, and reports to the Education Office	Transparent and traceable managerial decisions

1. Amanah in Data Management and Educational Responsibility

The principle of amanah concerns responsibility for information and obligations entrusted to educational institutions. In the present case, the school processed applicant documents, maintained daily administrative records, and provided guidance to unsuccessful applicants. The principal described the referral of unsuccessful applicants as a responsibility extending beyond the announcement of admission results. This statement suggests an institutional concern for educational continuity, although the subsequent enrollment of the referred children was not documented. The interpretation is consistent with Junaina et al. (2026)[38] and Wahab et al. (2025),[39] who discussed trustworthiness and responsibility in educational governance and personal data management. However, the available material does not establish whether specific technical measures for protecting digital records were implemented.

2. *Tabayyun* in Information Verification

The verification officers' accounts provide a particularly relevant empirical

[38] Junaina et al., "Fondasi Qur'ani Tata Kelola Pendidikan Islam."
[39] Wahab et al., "Online Privacy and Personal Data Protection."

basis for discussing *tabayyun*. The reported procedures involved asking parents to rescan unreadable documents, checking physical records, and clarifying discrepancies in family registration documents. The verification process demonstrates that administrative decisions were not always based solely on initial digital submissions. Instead, further clarification was undertaken where required. This practice can be interpreted normatively through *tabayyun*, as discussed by Maimanah et al. (2025),[40] without claiming that the officers explicitly adopted the principle as their institutional motivation. The distinction is important because the reported procedures were also requirements of responsible administrative verification.

3. Justice in Admission Selection and Access

The principle of justice provides a normative basis for evaluating the consistent application of admission criteria and the accessibility of registration procedures. The principal reported that domicile selection followed the applicable distance and age criteria. Verification officers also described assisting parents whose applications contained technical deficiencies, rather than rejecting them immediately. These practices are relevant to the digital inclusion concerns discussed by Owens et al. (2023)[41] and Martin et al. (2026).[42] However, the findings cannot establish comprehensive procedural fairness without independent examination of applicant-level rankings, eligibility determinations, and the consistent implementation of technical guidelines.

4. *Shura* and Accountability in Managerial Responses

The additional interview material is particularly important for interpreting consultation and accountability. The principal's description of meetings with parents concerning two formal complaints offers a concrete reported instance of consultative problem-solving. In the Islamic ethical framework, *shura* emphasizes consultation, while accountability requires decisions to be supported by information and accompanied by appropriate explanations. The reported discussions with parents can therefore be interpreted as consistent with these normative principles.[43] The daily Excel records, admission rankings, and reports to the Education Office also provide examples of administrative documentation that could support traceability. Nevertheless, their existence does not automatically establish complete institutional accountability. Verification of the complaint records, meeting documentation, and submitted reports would strengthen this interpretation.

Integrated Discussion, Managerial Implications, and Research Limitations

The findings demonstrate that hybrid SPMB depends on the interaction between information quality, technological infrastructure, human verification, and managerial decision-making. The additional interview material clarifies that 88 of the 112 applications reportedly required detailed verification through the local assistance process,

[40] Maimanah et al., "Konsep *Tabayyun* Dalam Konteks Media Sosial (Analisis Ayat Ayat Verifikasi Informasi Menurut Wahbah Az-Zuhayli Dalam Tafsir Al-Munir)."
[41] Owens et al., "Digital Inclusion as a Lens for Equitable Parent Engagement."
[42] Martin et al., "From Digital Divide to Digital Equity."
[43] S et al., "Prinsip Musyawarah Dalam Pengambilan Keputusan Pendidikan Menurut Qs. Asy-Syūrā Ayat 38"; Maimanah et al., "Konsep *Tabayyun* Dalam Konteks Media Sosial (Analisis Ayat Ayat Verifikasi Informasi Menurut Wahbah Az-Zuhayli Dalam Tafsir Al-Munir)."

whereas 24 applicants completed registration independently through the centralized system. This distinction provides a more precise explanation of the relationship between online registration and offline administrative support. The findings also reveal that the role of verification officers extended beyond checking documentation. They facilitated corrections, clarified administrative discrepancies, and supported applicants experiencing technical difficulties. This complements research emphasizing the significance of human support in educational data systems.[44]

At the managerial level, the principal reportedly introduced daily administrative records, arranged additional assistance, responded to parental complaints, and communicated admission-related information to the Education Office. These actions illustrate how information generated during routine admission procedures can inform tactical responses and provide input for strategic evaluation. Compared with prior research emphasizing system development and technical functionality,[45] this study contributes a process-oriented explanation of how information flows through hybrid admission and informs decisions across different managerial levels.

The Islamic ethical interpretation further extends the discussion by identifying responsibilities associated with trustworthy data management, careful verification, procedural justice, consultation, and accountability. The additional material particularly strengthens the discussion of *tabayyun* and *shura*, as it provides reported examples of document clarification and meetings with parents. Nonetheless, these findings should not be interpreted as proof that the school formally implemented Islamic ethical principles as an institutional policy. Several limitations remain. The study is restricted to one school and one admission cycle. Strategic-level information was obtained indirectly through the principal rather than from Education Office officials. Parents were not directly interviewed, meaning that their understanding of complaint resolution was reported only from the school's perspective. Moreover, the reported division of application processing and the descriptions of complaint handling require documentary corroboration. Future research could involve parents and Education Office officials, compare multiple schools, and examine verification efficiency, complaint handling, data security, and subsequent enrollment outcomes through additional empirical evidence.

CONCLUSION

This study demonstrates that the implementation of the hybrid New Student Admission System (SPMB) at SD Negeri 004 Samarinda Utara involved interconnected processes of information collection, verification, processing, dissemination, and managerial feedback. The admission cycle recorded 112 applicants competing for 90 available seats, resulting in 22 unsuccessful applicants, all from the domicile pathway.

[44] Alonzo et al., "Using Information and Communication Technology (ICT)-Based Data Systems to Support Teacher Data-Driven Decision-Making"; Decabooter et al., "The Data Coach Chronicles"; Martin et al., "From Digital Divide to Digital Equity."

[45] Faizal and Noprisson, "Pengembangan Model Sistem Informasi Penerimaan Peserta Didik Baru Untuk Sekolah Pendidikan Anak Usia Dini"; Prihambodo and Kurniawati, "Information System Design for New Student Admission (PPDB) at SDN Sukmajaya Depok"; Wijaya et al., "Perancangan Sistem Informasi Penerimaan Siswa Baru Dengan Penerapan Sistem Zonasi Berbasis Web."

Information management challenges primarily concerned blurred documents, incomplete applications, inconsistencies in family registration documents, and disruptions to the centralized application. These findings indicate that the effectiveness of hybrid admission depends not only on digital infrastructure but also on information quality and the availability of administrative assistance.

The analysis further reveals that information generated during admission informed managerial responses at different organizational levels. Operational decisions involved document verification and correction, while tactical decisions included organizing offline assistance, maintaining daily Excel records, addressing parental complaints, and referring unsuccessful applicants to nearby schools. At the strategic level, admission records and capacity-related problems were reported to the Education Office as inputs for potential zoning and capacity evaluation. These findings illustrate the interconnected nature of information flow and managerial decision-making, although subsequent strategic policy outcomes were not independently established.

From an Islamic ethical perspective, the findings can be interpreted through amanah, *tabayyun*, justice, consultation, and accountability. Document verification reflects practices consistent with the normative emphasis on careful information examination, while complaint handling and the communication of admission decisions provide relevant contexts for discussing consultation and managerial responsibility. Nevertheless, these principles function as an interpretive framework rather than evidence of the school's formal adoption of Islamic ethical governance.

The study contributes to educational management literature by integrating Laudon and Laudon's information system cycle with operational, tactical, and strategic decision-making and a normative Islamic ethical perspective within a single primary school admission case. Unlike studies primarily emphasizing digital admission system development, this research highlights how information quality problems generate administrative responses and provide input for managerial evaluation. Practically, the findings suggest the importance of accessible offline assistance, standardized verification procedures, reliable administrative records, transparent complaint handling, and systematic communication between schools and educational authorities.

This research is limited to one public elementary school and a single admission cycle. Strategic-level information was obtained indirectly, and parents' experiences were not independently examined through direct interviews. Furthermore, the study did not measure verification efficiency, the effectiveness of alternative school referrals, or the long-term outcomes of strategic evaluations. Future research should involve multiple schools, parents, and education authorities to examine the effectiveness of hybrid admission mechanisms, data governance practices, and the relationship between ethical accountability and educational access.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT (OpenAI) to assist with language refinement, academic writing, manuscript organization, and improving the clarity and coherence of the discussion. All AI-assisted outputs were

reviewed and revised by the authors. The authors retain full responsibility for the accuracy, originality, research integrity, and final content of the manuscript.

AUTHOR CONTRIBUTION STATEMENT

Randa: Conceptualization, methodology, investigation, data collection, and writing—original draft. Miki Sandi: Investigation, data analysis, and writing—original draft. Sahmawati: Data curation, literature review, and writing—review and editing. Sudadi: Supervision, methodological guidance, validation, and writing—review and editing. Bahrani: Supervision, theoretical framework development, validation, and final manuscript review. All authors reviewed and approved the final version of the manuscript.

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DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from the corresponding author upon reasonable request, subject to institutional approval and applicable privacy and ethical restrictions. The data are not publicly available because they contain confidential information related to student admission records, administrative documents, and research participants.

DECLARATION OF INTERESTS

The authors declare that they have no known financial or non-financial competing interests, personal relationships, or professional affiliations that could have influenced the research, analysis, or reporting of the findings presented in this manuscript.

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