Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES
P-ISSN 2581-1657
E-ISSN 2581-2203

The Utilization of Information Technology to Support Organizational Performance at SMA Hang Tuah 5 Sidoarjo

Lilik Handayani*, Sabariah
Graduate School Educational Technology, Universitas PGRI Adi Buana, Surabaya, 60234, Indonesia

ARTICLE INFO

Article history:

Received: 13 May 2026
Accepted: 27 May 2026
Available Online: 05 June 2026

Keywords:

Information Technology,
Organizational Performance,
Curriculum Team,
School Management,
Education Digitalization

* *Corresponding author:*

E-mail: handayanililiklh@gmail.com

Article Doi:

https://doi.org/10.31258/jes.10.6.p.532-549

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A B S T R A C T

The development of information technology in the digital era encourages schools to build a more effective, adaptive, and integrated organizational management system. The use of information technology has an important role in supporting communication, administration, coordination, and organizational effectiveness in educational institutions. This study aims to analyze the use of information technology and its contribution in supporting the effectiveness of organizational performance at SMA Hang Tuah 5 Sidoarjo, including the obstacles faced and optimization efforts carried out by the school. This study uses a qualitative approach involving five teachers who are members of the curriculum team and selected through convenience sampling techniques. The results show that information technology is used through Canva, smart board, IFP, Google Workspace, Moodle LMS, and WhatsApp groups to support administration, communication, coordination, and collaboration in school organizations. However, several obstacles were found, such as differences in technological understanding, limited personal work facilities, and delays in administrative collection by some teachers. The school makes various efforts through continuous coordination, structured division of tasks, teacher mentoring, periodic monitoring, and routine evaluation of work programs. The use of information technology contributes to increasing the effectiveness and adaptability of school organizational performance in the digital era.

1. Introduction

The development of information technology in the digital era has brought major changes in various aspects of life, including the field of education and school organization management. Information technology is no longer seen as an administrative tool, but rather supports the effectiveness of communication, data management, and educational services (Mandalia, 2024; Laeliyah, 2025; Susnita et al., 2024). The use of information technology in educational organizations also

plays a role in improving work efficiency, accelerating the flow of information, and facilitating coordination in schools (Febrianti et al., 2023; Anisyah et al., 2025; Rahayu et al., 2025). There are still various educational institutions that have not been able to utilize information technology to the fullest in supporting their organizational performance (Shobri, 2024; Putri & Ristianti, 2024; Gbesoevi et al., 2022). Limited infrastructure, low resource capabilities, and lack of information technology integration are factors that cause the use of technology to not run effectively.

SMA Hang Tuah 5 Sidoarjo is one of the educational institutions that seeks to adapt to the development of information technology. Through the implementation of school organizational activities, the use of information technology is applied to several aspects such as school administration, internal communication, and school data management. The use of information technology systems in schools is important for an integrated administrative process (Istiqomah & Na'imah, 2025; Lakilaki et al., 2025). The development of modern education demands that schools have an adaptive, effective, and technology-based organizational system to improve the quality of school management in a sophisticated and sustainable manner (Raprap et al, 2026).

Previous research by Setiyanti et al. (2016) showed that information and communication technology has a role in supporting school activities so that strategic planning is needed that can align information technology with the vision and mission of the school. In addition, Azizah and Subiyantoro (2023) stated that use of information technology plays a role in learning and school administration, but it is still found that many educators are not optimal in utilizing technology due to limited technological capabilities.

Maharani et al. (2024) explained that technological developments in the 21st century have a great influence on the modern education management system. Information technology can help educational organizations in increasing the effectiveness of communication, accelerating information processing, and supporting the organization's decision-making process. The use of information technology is not only related to the use of technological devices but also related to the ability of organizations to build a work culture that is adaptive to digital changes (Bakhri et al., 2025; Deep, 2023). Most of the research focuses on strategic planning of information technology, improving the quality of education, and the role of technology in education management. Research that specifically examines the use of information technology in supporting the performance of school organizations at the implementation level in secondary schools is still relatively limited, especially SMA Hang Tuah 5 Sidoarjo. This shows a research gap that requires further research to gain a deep understanding of the implementation of information technology in supporting the performance of school organizations. This research shows an alternative understanding of the importance of integrating information technology with school organizational management through an analysis of implementation, obstacles, and efforts to optimize the use of technology in schools.

This research is expected to show the relationship between the use of information technology and improving the performance of school organizations. This study aims to analyze the use of information technology to support organizational performance at SMA Hang Tuah 5 Sidoarjo, identify obstacles, and find out efforts to optimize the use of information technology.

2. Methodology

This research uses a qualitative approach aimed at understanding in depth the use of information technology in supporting organizational performance at SMA Hang Tuah 5 Sidoarjo. The qualitative approach was chosen because this research focuses on understanding social phenomena naturally based on real conditions that occur in schools (Sugiyono, 2019). The research was carried out at SMA Hang Tuah 5 Sidoarjo which is located at Jalan M. Ridwan No. 7, Candi Village, Candi District, Sidoarjo Regency, East Java. The selection of the research location is based on the consideration that the school applies the use of information technology in various activities of the school organization, both in administration, data management, internal communication, and academic activities. The research was carried out from January to May 2026. The research subjects consist of 5 (five) teachers who are members of the school curriculum team because they are considered to have a direct understanding and involvement in the management and use of information technology in schools. The determination of the research subject uses the convenience sampling technique, which is the selection of informants based on the researcher's ease of access to the relevant subject and has direct involvement with the research focus (Golzar et al., 2022; Stratton, 2021). The data obtained is expected to provide an in-depth picture of the implementation of information technology in supporting the performance of school organizations.

Data collection techniques through observation, interviews, and documentation to obtain complete and in-depth data according to the focus of the research (Sugiyono, 2019). Observations are carried out directly at schools to observe the use of information technology in organizational activities, such as school administration management, the use of digital communication media, academic data management, and work coordination. Through observation activities, real conditions related to the implementation of information technology in supporting the effectiveness of school organizations could be identified more comprehensively. In-depth interviews were conducted with 5 (five) teachers who are members of the curriculum team to obtain information about their experiences, views, obstacles, and efforts made to optimize the use of information technology. The interview was conducted in a semi-structured manner so that the researcher still had a guideline for questions by giving the informant space to explain the information extensively. Documentation by collecting supporting documents such as photos of activities, school administration archives, information technology usage data, structures, and other documents. The use of these three data collection techniques aims to make the data obtained more valid, factual, and describe field conditions.

The interview process was carried out directly to five teachers who are members of the curriculum team of SMA Hang Tuah 5 Sidoarjo. Observations were made on curriculum team activities, such as coordination meetings, administrative management, and the use of digital platforms such as Google Workspace, Moodle LMS, Canva, and WhatsApp groups. Documentation data was obtained from school administrative archives, screenshots of digital platforms, meeting activities, and curriculum work program documents used to support research results. Interviews were conducted in a semi-structured manner using interview guidelines related to the use of information technology, obstacles faced, and optimization efforts in supporting the performance of school organizations, such as Table 1.

Table 1. Interview Guidelines

No.	Interview Questions
1.	How is the use of information technology in supporting organizational performance at SMA Hang Tuah 5 Sidoarjo?
2.	What digital platforms are used by the curriculum team in the activities of the school organization?
3.	How does the use of information technology help the school administration process?
4.	How does information technology help with communication and coordination in school organizations?
5.	How does using Google Workspace help with school data management?
6.	How does using WhatsApp groups help with curriculum team coordination?
7.	What are the obstacles faced with the use of information technology in schools?
8.	What are the conditions of teachers' work facilities in supporting the use of information technology?
9.	What efforts are schools making to optimize the use of information technology?
10.	How does information technology affect the effectiveness of school organizational performance?

Data analysis using the Miles and Huberman model technique in Sugiyono (2019) which is carried out interactively and gradually. The first stage is data collection, which is to obtain data through observations, interviews, and documentation that are carried out systematically during the research. The second stage is data reduction, which is the process of selecting, simplifying, and focusing data that is relevant to research on the use of information technology in supporting the performance of school organizations. At this stage, the researcher screens the data obtained so that the information used is in accordance with the focus of the research.

The third stage is data presentation, which is compiling data in a systematic narrative description so that it makes it easier for researchers to understand the relationship between phenomena found in the field. The presentation of data is carried out by describing the results of observations, interviews, and documentation in a structured manner to show real conditions related to the implementation of information technology in schools. The last stage is conclusion drawing and verification, which is the process of finding meanings, patterns, and relationships from the analyzed data to produce valid research conclusions and according to field conditions.

The validity of the data is carried out through triangulation and member checking techniques so that the data obtained has a high level of credibility and trust

(Sugiyono, 2019; Noble & Heale, 2019; McKim, 2023). Source triangulation is carried out by comparing information obtained from informants, namely 5 (five) teachers who are members of the curriculum team, so that the data obtained can be tested for consistency and suitability. Triangulation techniques are carried out by comparing the results of observations, interviews, and documentation to ensure that the data obtained has the same meaning and is in accordance with real conditions in the field.

The use of triangulation of sources and techniques aimed at minimizing the subjectivity of researchers and increasing the validity of research results. The validity of the data is also strengthened through member checking, which is reconfirming the results of interviews and research findings to informants so that the data obtained is in accordance with the information intended by the source. Through member checking, informants are given the opportunity to review the results of the data recorded by the researcher to reduce misinterpretation of research data. This process is carried out repeatedly during the research so that the data produced is more accurate, objective, and in accordance with the facts in the field.

3. Results and Discussion

The Utilization of Information Technology in Supporting Organizational Performance at SMA Hang Tuah 5 Sidoarjo

The use of information technology at SMA Hang Tuah 5 Sidoarjo is implemented to support the performance of school organizations, especially in the field of curriculum development and management. Based on the results of observations, the school curriculum team utilizes various digital platforms to assist in the process of planning work programs, data storage, organizational coordination, and reporting of school activities. The use of information technology is carried out to increase the effectiveness of organizational work so that the curriculum management process can run more systematically and efficiently. In practice, information technology is used not only as a data storage medium, but also as a means of communication and collaboration between curriculum team members.

Based on the results of the interview with Ms. Dea, *"the use of information technology helps us (the curriculum team) in accelerating administrative management and work coordination because all data can be accessed digitally."* The findings revealed that the use of digital technology makes the work process more flexible because documents can be accessed at any time without having to bring physical archives directly. This condition shows that information technology is an important part of supporting the work system of school organizations that are modern and adaptive to digital developments. This statement is in line with Setiyanti et al. (2016) that information technology has an important role in supporting the activities of school organizations so that they run effectively, systematically, and according to needs.

Based on the results of observations, the use of information technology can be seen in the meeting activities and presentations of the school curriculum team work program. The curriculum team uses the Canva platform as a means of compiling and managing annual work program presentations which are then displayed through smart boards and IFPs during meeting activities. Through this activity, Ms. Lita served as a presentation operator who assisted Mr. Mukhlas when explaining one of the curriculum team's work programs to support the smooth and successful activities that have been scheduled by the school curriculum field. Using Canva helps the curriculum team build a work program that is more systematic, engaging, and easy for meeting participants to understand. In addition, the use of smart boards and IFPs allows all meeting participants to see data and work program designs more clearly than the use of conventional media, as shown in Figure 1.

Figure 1. The Use of Canva and Smart Boards in Curriculum Work Program Presentations

In addition to the above documentation, it is supported by the results of the interview with Mrs. Evy that *"the use of digital technology such as Canva and smart boards and IFP makes the process of delivering work programs more effective because all data can be directly displayed and discussed together in one meeting forum."* The findings revealed that the use of technology in meetings helps to make it easier to revise and evaluate work programs directly without having to print many documents. These findings are in line with Azizah and Subiyantoro (2023) that the use of information technology in school activities helps to increase the effectiveness of organizational management and accelerate the delivery of information in the education management process.

The use of this information technology can also be seen in the use of Google Workspace, especially Google Drive, as a means of archiving and managing curriculum data for SMA Hang Tuah 5 Sidoarjo in the cloud. Based on the results of documentation and observations, Google Drive is used by the curriculum team to store important school documents such as annual curriculum program implementation reports, School Operational Curriculum Documents (KOSP), grade readers, teacher learning tools, Final Level Summative Assessment (PSAJ) data,

assessment questions, Year-End Summative (SAT), Education Unit Exam (USP), and student eligibility ranking data, as shown in Figure 2.

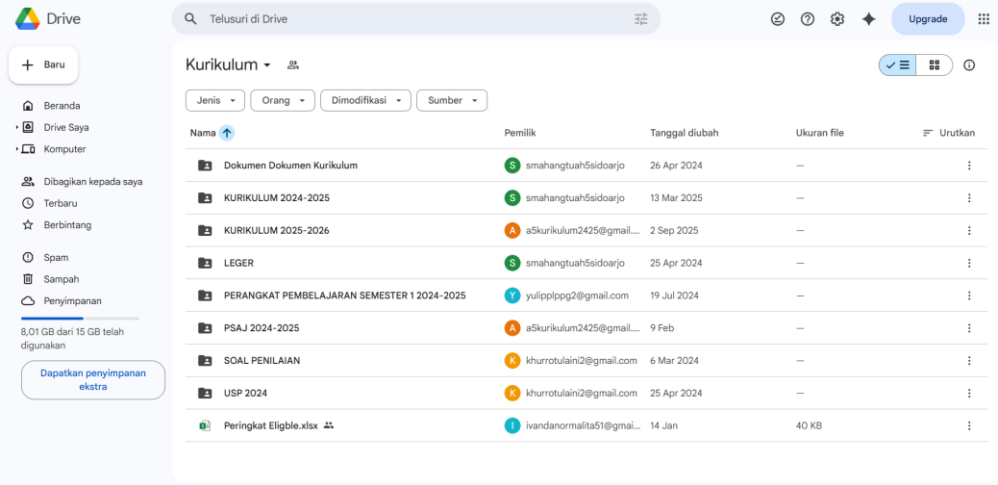


Figure 2. Google Drive Used as Digital Archive Storage by the Curriculum Team

Through the research documentation, the upload of eligible student ranking data by Ms. Lita is a form of implementation of digital data management in schools. This cloud-based storage system makes it easy for curriculum teams to access data anytime and anywhere without having to resort to manual file moves through flash drives or between laptop devices (Shodiq et al., 2025). The use of Google Drive helps schools to share data with each other and work collaboratively in managing school administration (Lestari et al., 2023). Based on the results of the interview with Ms. Lita, *"the use of Google Workspace is very helpful for our work (curriculum team) because all school data is stored more securely and easier to find or access when needed, just upload, download, and share."* The informant also explained that the use of cloud storage reduces the risk of data loss and speeds up the process of distributing documents to teachers and other curriculum team members.

These findings are in line with Setiyanti et al. (2016) that the use of digital-based information technology can help data storage, administrative management, and school information integration efficiently and optimally. In addition to being used in data management and presentation of work programs, information technology is also used as a communication medium for school organizations through the WhatsApp group of the curriculum development team. Based on the results of observations, the WhatsApp group was used by the teachers of the curriculum development team to convey information, coordinate school activities, and report work programs online. The use of digital groups helps speed up organizational communication because information can be received by all team members at the same time without having to meet in person, as shown in Figure 3.

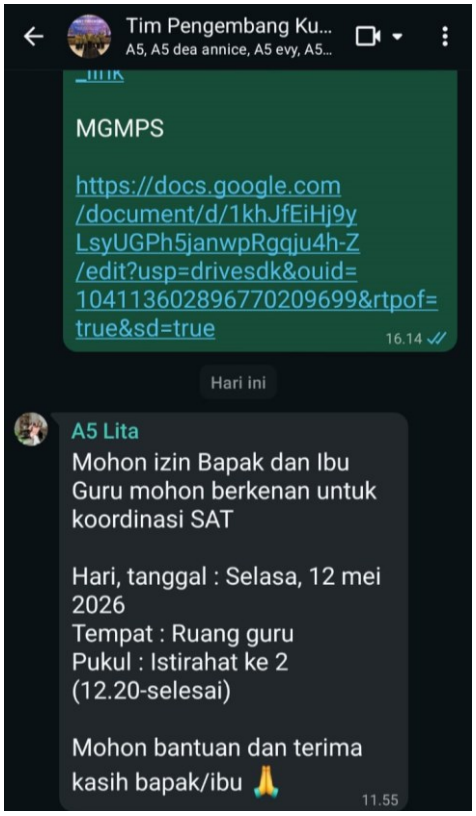


Figure 3. WhatsApp Group of the Curriculum Development Team

Through the research documentation, there is coordination related to SAT activities delivered by Ms. Lita through the WhatsApp group of the curriculum development team at SMA Hang Tuah 5 Sidoarjo. The information contains a reminder message to coordinate the implementation of SAT activities so that all teachers involved can find out the schedule and readiness of activities more quickly and in a more directed manner. This is supported by the results of the interview with Ms. Lita that *"the use of WhatsApp groups is very helpful for our coordination (curriculum team) because information can be received directly by all members without having to tell one by one conventionally."* This informant also explained that communication through digital groups helps speed up the delivery of information and facilitates the process of monitoring the progress of school activities.

The use of WhatsApp groups allows all members of the curriculum team to provide feedback, confirmation, and input directly related to the activities prepared. Through practice, this digital communication media helps reduce information delays so that the coordination of the work of school organizations becomes more effective and efficient. The use of WhatsApp groups as a means of organizational communication shows that information technology plays an important role in supporting the effectiveness of work coordination and communication in schools in the current digital era (Romadoni et al., 2025). Information technology helps improve the effectiveness of organizational communication, speed up information delivery, and support work coordination in modern education management (Maharani et al., 2024).

Based on the findings, the use of information technology at SMA Hang Tuah 5 Sidoarjo not only functions as an administrative tool, but also as a means of supporting work collaboration between members of the school organization, especially for the curriculum team of SMA Hang Tuah 5 Sidoarjo. The use of Canva, Google Workspace, smart boards, IFP, LMS (Moodle), Asc Timetables and WhatsApp groups shows that SMA Hang Tuah 5 Sidoarjo seeks to integrate information technology in various organizational activities in real time. Through its practice, information technology helps to speed up the process of delivering information, storing data, reporting activities, and coordinating schoolwork programs.

Based on the results of the interview with Ms. Lita, *"the use of information technology makes our work (curriculum team) more efficient because all teachers can work together in one interconnected digital system."* This informant also said that the use of technology helps schools adapt the organization's work system to the development of educational needs in the digital era. The use of digital technology also helps reduce the use of physical documents so that administrative work becomes practical and manageable. The findings show that information technology in school organizations not only helps administrative work but also strengthens work collaboration between members of school organizations. This is according to research Maharani et al. (2024) explaining that information technology plays a role in building an educational organization's work system that is adaptive to 21st century digital developments.

The use of information technology at SMA Hang Tuah 5 Sidoarjo is applied factually and in real ways in supporting the performance of school organizations, especially in the field of curriculum development. The implementation of information technology can be seen using Canva and smart boards as well as IFP in the presentation of work programs, Google Workspace as a cloud-based data storage and management system, and WhatsApp groups as a medium of communication and coordination of school organizations. Based on the findings, the use of this technology helps speed up the administrative process, increase communication effectiveness, and support work collaboration between teachers in the school curriculum team. This information technology also helps schools in creating a more practical, flexible, and easily accessible work system at any time according to the needs of the organization.

However, there are also technical obstacles in its use, Hang Tuah 5 Sidoarjo High School is trying to optimize the use of technology to be more in line with the development of modern educational needs. Information technology has a contribution to improving the effectiveness of school organizational performance through a more integrated and digital-based work system. The use of information technology at SMA Hang Tuah 5 Sidoarjo is a form of adaptation of educational organizations to technological developments in the current digital era. Information technology in school organizations can support the effectiveness of education management, accelerate information services, and improve the quality of school management digitally (Azizah & Subiyantoro, 2023).

Obstacles Faced in the Utilization of Information Technology to Support Organizational Performance at SMA Hang Tuah 5 Sidoarjo

Based on the results of observations and interviews, the use of information technology in supporting organizational performance at SMA Hang Tuah 5 Sidoarjo is going well, especially in the school curriculum team. The curriculum team shows organized coordination and communication so that the implementation of digital-based work programs runs effectively. This is reinforced by the results of the interview with Mr. Mukhlas that *"so far the curriculum team has hardly experienced any obstacles in the internal coordination process because each member understands their respective duties and responsibilities. The division of the jobdesk in the curriculum team is also clearly arranged so that the implementation of work becomes more directed and integrated with each other."* This condition makes the use of information technology such as Google Workspace, Moodle LMS, and digital communication groups optimally utilized by the curriculum team. However, obstacles in the use of information technology are still found in some subject teachers outside the curriculum team who have different levels of technology understanding. This condition shows that the success of the implementation of information technology in school organizations is not only influenced by the systems used, but also the readiness of the human resources involved in its use.

Based on the results of observations, one of the obstacles found is related to the ability to use information technology in several subject teachers. There are still teachers who have difficulties in operating the school's digital platform, especially in learning administration activities and uploading documents to the school's digital system. This is reinforced by the results of the interview with Ms. Dea that *"there are only two teachers who still need help from the curriculum team when they have to upload exam questions such as SAT and PSAJ to the school's Moodle LMS."* This condition causes some technical work to be assisted or completed by members of the curriculum team so that the implementation of academic activities continues to run according to schedule. Ms. Dea added that *"in addition to the factor of technological understanding, obstacles are also influenced by the limitations of personal work facilities owned by some teachers, such as laptop devices that do not support the implementation of digital-based work."* This condition makes the process of managing digital administration and learning take longer than teachers who have adequate work facilities. This is in line with research Azizah and Subiyantoro (2023) that there are still educators who are not optimal in utilizing information technology due to limited technological capabilities and inadequate supporting facilities. Technology capabilities and the readiness of work facilities are important factors in supporting the successful implementation of information technology in schools.

In addition to obstacles to understanding technology, obstacles are also found in the aspects of communication and coordination with subject teachers outside the curriculum team. Based on the results of an interview with Mrs. Evy, *"the curriculum team sometimes has difficulties when it comes to reminding or reprimanding some of the teachers related to administrative collection and the*

implementation of school assignments." This condition is influenced by age and employment factors, because some of the teachers under the shade have the same age or even more senior than the members of the curriculum team. This situation makes the communication process must be carried out more carefully to maintain professional relationships and comfort between the teachers (Rorimpandey, 2020). Some teachers also still experience delays in collecting learning administration so that the curriculum team has to re-coordinate repeatedly through groups and direct communication. This indirectly affects the effectiveness of the organization's work because some school administrative activities must wait for the completeness of data from the subject teachers. Obstacles in the use of information technology are not only related to technical aspects but are also influenced by organizational communication factors and work culture at SMA Hang Tuah 5 Sidoarjo.

Another obstacle can be seen in the aspect of timeliness in the implementation of digital-based administration. Based on the results of observations, there are still some subject teachers who are late in collecting learning tools, grade administration, and supporting documents for other academic activities. This delay caused the curriculum team to have to make time adjustments in the process of managing data and implementing school activities. Based on the results of the interview with Mr. Mukhlas, *"this condition often occurs before major academic activities such as SAS, SAT and PSAJ because of the many administrations that must be completed at the same time."* The implementation of digital systems requires all data to be uploaded in a timely manner so that it can be processed and verified according to school needs. The delay in administrative collection makes the curriculum team need to do additional coordination to ensure that all data is collected completely. This finding is in line with Maharani et al. (2024) that the use of information technology requires the readiness of human resources and good organizational coordination so that the implementation of digital systems can run effectively. Teachers' discipline and work readiness are important factors in supporting the optimization of the use of information technology in schools.

The results of the study show that the obstacles to the use of information technology at SMA Hang Tuah 5 Sidoarjo do not come from the curriculum teamwork system but are more influenced by external factors from some subject teachers outside the curriculum team. Based on the results of observations and interviews, the curriculum team has a clear division of tasks, good communication, and an integrated work system in the implementation of digital-based work. However, there are still obstacles in the form of limited technological understanding, inadequate personal work facilities, and delays in administrative collection by several subject teachers.

This condition causes the curriculum team to need to provide additional assistance so that all school administrative and academic activities run according to organizational needs. Despite facing these various obstacles, the curriculum team strives to maintain professional coordination and communication so that the information technology implementation process runs optimally. The use of information technology provides great benefits in supporting the effectiveness of administration, communication, and management of school academic activities.

The obstacles found serve as evaluation material for the development of the use of information technology so that the work system of school organizations can run effectively and adaptively to digital developments.

Efforts Made by the School in Optimizing the Utilization of Information Technology to Improve Organizational Performance at SMA Hang Tuah 5 Sidoarjo

Based on the results of observations and interviews, the curriculum team at SMA Hang Tuah 5 Sidoarjo seeks to optimize the use of information technology in supporting the performance of school organizations. One of the efforts made is to maintain communication and work coordination between curriculum team members in a sustainable manner. Coordination is carried out through regular meetings, WhatsApp groups, personal communication over the phone, and direct discussions at school, as shown in Figure 4 and Figure 5.

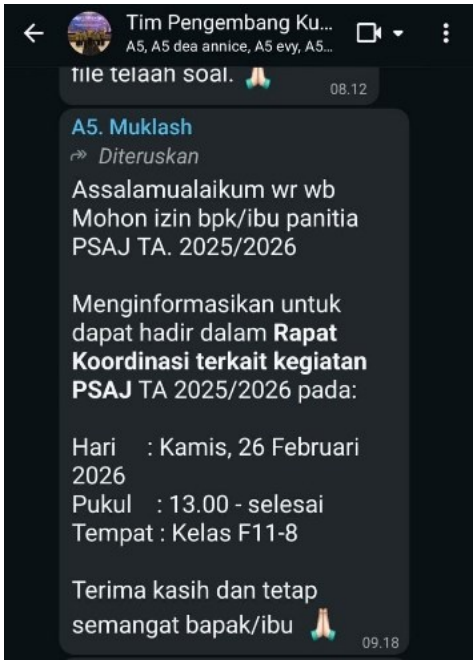
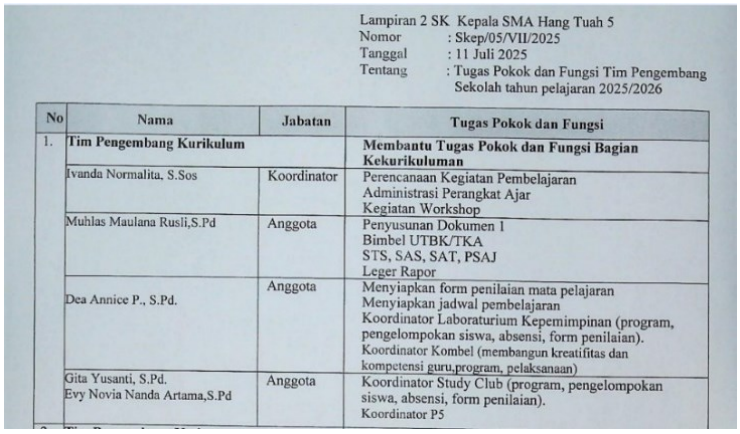


Figure 4. Coordination of PSAJ Activities Through WhatsApp Groups

Based on the results of the interview with Ms. Lita*, "communication is maintained so that the curriculum work program can run as planned even though there are many academic activities in one school year."* The curriculum team also conducts periodic monitoring of the implementation of digital-based school activities, including coordination of PSAJ activities and other academic administration. Based on the results of observations, the coordination activities were carried out online and offline according to the needs and working conditions of teachers at school.

Figure 5. Curriculum Team Meeting on PSAJ Assessment Using IFP

This condition shows that good communication and coordination are important efforts in supporting the optimization of the use of information technology in the school organization environment (Nomin et al., 2025; Barus et al., 2025).
Other efforts are made through a clear and structured division of work tasks within the school curriculum team. The curriculum team has a Decree Number Skep/05/VII/2025 dated July 11, 2025, concerning the Main Duties and Functions of the School Development Team for the 2025/2026 Academic Year, as shown in Figure 6.



Lampiran 2 SK Kepala SMA Hang Tuah 5
Nomor : Skep/05/VII/2025
Tanggal : 11 Juli 2025
Tentang : Tugas Pokok dan Fungsi Tim Pengembang Sekolah tahun pelajaran 2025/2026

No	Nama	Jabatan	Tugas Pokok dan Fungsi
1.	**Tim Pengembang Kurikulum**		**Membantu Tugas Pokok dan Fungsi Bagian Kekurikuluman**
	Ivanda Normalita, S.Sos	Koordinator	Perencanaan Kegiatan Pembelajaran Administrasi Perangkat Ajar Kegiatan Workshop
	Muhlas Maulana Rusli,S.Pd	Anggota	Penyusunan Dokumen I Bimbel UTBK/TKA STS, SAS, SAT, PSAJ Leger Rapor
	Dea Annice P., S.Pd.	Anggota	Menyiapkan form penilaian mata pelajaran Menyiapkan jadwal pembelajaran Koordinator Laboraturium Kepemimpinan (program, pengelompokan siswa, absensi, form penilaian). Koordinator Kombel (membangun kreatifitas dan kompetensi guru,program, pelaksanaan)
	Gita Yusanti, S.Pd. Evy Novia Nanda Artama,S.Pd	Anggota	Koordinator Study Club (program, pengelompokan siswa, absensi, form penilaian). Koordinator P5

Figure 6. Decree on the Main Duties and Functions of the School Development Team

This document contains the division of duties of curriculum team members in various activities such as Mr. Mukhlas related to the preparation of school Document I, the management of UTBK/TKA, SAT, SAS, PSAJ, to the preparation of student report cards. Clear division of tasks helps curriculum team members understand each other's responsibilities so that work can be done more effectively and organized. This is supported by the results of an interview with Mr. Mukhlas

that *"the existence of a structured division of tasks makes work coordination easier because each member knows the areas of work that must be completed, one of which is me in the management of digital administration such as the implementation of school exams and assessment mechanisms."* This condition is in accordance with research Setiyanti et al. (2016) that *"the planning and organization of information technology-based work systems helps to improve the effectiveness of school management in a more structured and efficient manner."* The clear division of tasks is one of the efforts to support the optimization of the work system of school organizations based on information technology.

Based on the results of observations, the curriculum team strives for flexibility in work coordination so that the implementation of school activities runs well even though sometimes there are time constraints. Coordination is not only carried out during school working hours, but also outside of teaching hours through online communication using WhatsApp or personal phones between members of the curriculum team. This condition is carried out because of the many academic and administrative activities of the school that must be completed at the same time. Based on the results of the interview with Ms. Gita, *"online coordination helps curriculum team members to still be able to complete work despite having a busy teaching schedule."* The use of digital communication media makes the process of conveying information and work discussions faster without always having to meet in person at school. This communication flexibility helps speed up the completion of administration and coordination of school activities so that they continue to run according to the specified schedule. This shows that the use of digital communication technology is one of the solutions used by schools in overcoming time constraints and dense school organizational activities.

Another effort made by the curriculum team is to aid teachers who are still experiencing obstacles in the use of information technology and school digital administration. Based on the results of observations, members of the curriculum team tried to help subject teachers who experienced difficulties in collecting administration and using school digital platforms. The curriculum team will contact teachers who are constrained to provide reminders, directions, and technical assistance related to the management of digital-based learning administration. Based on the results of the interview with Ms. Lita, *"we provide assistance so that the school administration is collected on time and academic activities are not delayed. Our communication (curriculum team) is done personally so that teachers who experience obstacles still feel comfortable and not burdened in the process of using school information technology."* These findings are supported by research Azizah and Subiyantoro (2023) that human resource development and organizational support are important factors in optimizing the use of information technology in the educational environment. Mentoring teachers is a form of school efforts to increase the effectiveness of the use of information technology.

The curriculum team also implements a periodic evaluation and work planning system to support the optimization of the school organization. The curriculum team has a monthly plan prepared using the Canva platform and discussed with the curriculum team members, as shown in Figure 7.

Figure 7. Monthly Curriculum Activity Planning by the Curriculum Team

The work program contains various agendas and targets for curriculum activities that must be completed within a certain period so that the implementation of work becomes more directed. Based on the results of the interview with Mr. Mukhlas, *"every school activity ends with evaluation and reflection together as material for the improvement of the next work program. We conducted an evaluation to find out the obstacles to the implementation of activities and determine solutions that can be applied to the next program."* The use of information technology helps the evaluation process because all activity and administrative data is stored digitally and easily accessed when needed. This condition shows that work planning, periodic evaluation, and the use of information technology support increasing the effectiveness of the organizational performance of SMA Hang Tuah 5 Sidoarjo. The efforts made by the curriculum team show the school's commitment to developing a modern, adaptive, and digital technology-based educational organizational system.

4. Conclusion

The use of information technology is implemented effectively to support the performance of school organizations, especially in the field of curriculum development and management. The implementation of information technology is carried out using Canva and smart boards as well as IFP in the presentation of work programs, Google Workspace as a cloud-based data storage and management system, Moodle LMS in academic activities, and WhatsApp groups as a medium of communication and coordination of school organizations. The use of this technology helps speed up the administrative process, increase communication effectiveness, strengthen work coordination, and support collaboration between teachers in the curriculum team. The obstacles found come from external factors, such as limited technological understanding in a small number of teachers, inadequate personal work facilities, and delays in collecting academic administration. The curriculum team makes efforts through continuous

communication and coordination, structured task sharing, mentoring to teachers, periodic monitoring, and regular evaluation of work programs. The use of information technology has an important role in creating an effective, modern, adaptive, and integrated school organizational work system according to the development of education in the digital era.

Acknowledgement

The researcher would like to thank Hang Tuah 5 Sidoarjo High School for providing permission and support during the research. The researcher also expresses gratitude to the entire school curriculum team to the entire school curriculum team, especially Mr. Mukhlas, Ms. Lita, Ms. Dea, Mrs. Evy, and Ms. Gita who were willing to be research informants and provide information, experience, and data that support the research process. The researcher also expressed his appreciation to all teachers and schools who assisted in the observation, interview, and documentation process during the research. The support and cooperation provided helped researchers obtain factual data and in accordance with field conditions so that this research was completed properly.

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How to cite this article:

Handayani, L., & Sabariah. (2026). The Utilization of Information Technology to Support Organizational Performance at SMA Hang Tuah 5 Sidoarjo. *Journal of Educational Sciences*, *10(6)*, 532-549.