



The Implementation of Basic Education Data System at Muhammadiyah 9 Elementary School, Palembang

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ABSTRACT

This research aims to examine the implementation of the DAPODIK program at Muhammadiyah 9 Elementary School in Palembang, including its supporting and inhibiting factors. It utilizes a qualitative descriptive approach with informants comprising the School Principal, Administrative Staff, and Operators. Data collection techniques include observation, interviews, and documentation, while data analysis involves data reduction, data presentation, and drawing conclusions. Data validity was ensured through technique and source triangulation. Findings indicate that the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang is fairly effective, focusing on directives, coordination, communication, and motivation. Factors supporting this include adequate facilities, competent human resources, and reliable internet connectivity. Conversely, challenges include data synchronization limitations and server downtime during DAPODIK updates. In conclusion, the DAPODIK program at SD Muhammadiyah 9 Palembang is generally effective, facilitated by effective guidance, motivation, and efficient coordination and communication.

INTRODUCTION

Education is the process of changing attitudes and behaviors of individuals or groups in an effort to mature humans through teaching and training efforts (Rusmaini, 2014). In this era of rapid technological advancement, education must keep pace with technology to avoid falling behind in a dynamic era (Sakiinah et al., 2022). Information technology, as a manifestation of information science development, has rapidly evolved in the form of applications, operating systems, and hardware over the past decade, resulting in an exponential increase in knowledge quantity as a result of information transformation. This information is a human product, with or without the assistance of information technology (Rochaety, 2017).

The advancement of information technology and education has influenced various human activities, allowing nearly all activities to be carried out efficiently and easily through technology. This positive impact is also felt in the field of education, where technology facilitates data processing and lesson material retrieval (Priyanyi, 2017). Alongside this progress, students must be knowledgeable, skilled, and wise in using technology. Therefore, within the school environment, school principals, teachers, and administrative staff are expected to effectively utilize technology in teaching activities. Education must keep up with dynamic times, necessitating initiative, creativity, and innovation, including in implementing information systems effectively (Rochaety, 2017).

The implementation of competency-based information systems becomes an absolute necessity that can provide competitive advantages, thus receiving high priority (Sakiinah et al., 2022; Zamroni, 2020). Effective management in an educational institution is crucial for its sustainability (Handayani et al., 2022). One critical aspect for maintaining and developing educational institutions is proper information system management. Data accuracy from the information system must support data processing to create efficiency and effectiveness in work (Saptoriantoro et al., 2017). Information systems are crucial for any organization or institution, as organizational progress depends on the information systems used. Information systems must provide accurate and accountable data (Suherman, 2018). As part of management science, all management functions such as planning, organizing, leading, and controlling are necessary for organizational success, including in education. The success of executing these management functions is supported by information systems capable of providing necessary information (Rochaety, 2017).

With technology, information systems can support the smooth operation of educational institutions, especially in the learning process between educators and students to achieve desired educational goals. Every school principal, teacher, and staff member is required to optimize the use of technology to support the operational capabilities of ICT devices because they are considered to be not yet optimal. Supportive information systems can enhance the performance of an institution to manage data processing problems at school using technology. Technology, particularly the internet, makes it easier for individuals to work, read, and share information quickly. Students must be knowledgeable, skilled, and wise in using technological tools (Priyanyi, 2017).

As stakeholders in education, the Ministry of Education and Culture (KEMENDIKBUD) tries to meet the information system needs such as school profile data across Indonesia. The DAPODIK program is mandatory for making it easier to store student and teacher data (Rachmaningrum et al., 2018).

Basic Education Data (DAPODIK) is a form of national-scale data collection that has been integrated and serves as the primary data source in the national education sector, and is part of the national education planning program to create intelligent and competitive Indonesian generations. Without good educational planning, educational goals will be difficult to achieve. Therefore, complete, valid, accountable, and continuously updated data is needed in the DAPODIK system (Jasuma et al., 2019). Managed by the Ministry of Education and Culture, DAPODIK is based on applications or websites that contain educational, student, teacher, and education personnel data. This data is also used as a source in the Ministry of Education and Culture's program in primary and secondary schools for student NISNs, school operational assistance, assistance for less privileged students, Kartu Indonesia Pintar, teacher allowances and certifications, national exam participant data, and student parents. Schools that do not participate in the DAPODIK program will not receive these facilities, so they must actively participate (Wijonarto & Setyo, 2017).

To achieve effective and efficient implementation of the DAPODIK program, good management is needed so that the program's direction and goals can be achieved. Management plays a role in maintaining the balance of various objectives and ensuring effective and efficient implementation (Efferi, 2020). One management function is implementation, which aims to achieve planning and organizing results through optimal actions according to roles, tasks, and responsibilities (Setiawan, 2021). However, DAPODIK implementation has not been optimal due to the lack of directing, commanding, motivating from the school principal, as well as inadequate coordination and communication among all parties involved. The DAPODIK information system also operates without adequate control and evaluation from administrative staff, resulting in ineffective program implementation and potentially lowering the quality of the DAPODIK information system, thereby hindering school progress.

Muhammadiyah 9 Elementary School, located in Ilir Timur II District, Palembang City, was established in 1968 and began operating in 1987. This school has comprehensive computer lab facilities that support information system activities following recent accreditation upgrades with an "A" grade (Sangat Baik). Initial observations indicate that the implementation of the DAPODIK program at Muhammadiyah 9 is supported by adequate infrastructure, but faces challenges such as internet access and server speed reductions due to heavy usage. Additionally, administrative staff operators lack understanding in managing annually updated DAPODIK applications, posing barriers to program implementation. The aim of this study is twofold. Firstly, to systematically analyze the implementation of the DAPODIK program at Muhammadiyah 9 Palembang, considering various aspects related to its

implementation and effectiveness. Secondly, to identify and analyze the obstacles and supporting factors influencing the implementation of the DAPODIK program at the school. Thus, this research aims to provide a comprehensive understanding of the implementation of the DAPODIK program in the specific context of Muhammadiyah 9 Palembang.

LITERATURE REVIEW

The implementation in the context of management is a crucial stage in achieving organizational goals. It involves the activities of leaders who influence organizational members to work actively and effectively. Janica (2015) defines implementation as the process of carrying out specific plans, policies, or activities after going through the stages of planning, organizing, and forming organizational structures. In this context, personnel or members of the organization play a pivotal role as executors responsible for guidance, direction, and coordination (Yani & Srimulat, 2023).

The purpose of implementation (actuating) is to mobilize and motivate organizational members to work effectively and efficiently towards predefined goals (Mulyadi et al., 2022). The success of implementation is influenced by several key factors such as leadership, attitudes and morale, communication, incentives, supervision, and discipline (Bastaman, 2022). Torang (2020) adds that factors like leadership, supervision, communication, and commands also play roles in determining the effectiveness of implementation within organizations.

In practice, implementation requires effective coordination to ensure all parts of the organization work together towards common goals (Anggowo, 2008). Direction is also crucial in implementation to provide clear guidance to organizational members regarding their tasks and responsibilities (Mulyadi et al., 2022). Effective communication serves as a bridge to convey information, clarify objectives, and facilitate interactions among organizational members (Torang, 2020). Moreover, motivation plays a role as an external incentive given to organizational members to enhance performance and achieve predefined goals (Indrawan & Nathanael, 2019; Parera, 2020; Qurtubi, 2019; Usman, 2019). Proper motivation can improve productivity and work quality within an organization.

The implementation of DAPODIK also provides benefits in fulfilling accurate and up-to-date educational data needs. Data available through DAPODIK forms the basis for programs like Indonesia Pintar, allocation of internet quotas, file systems, teacher services, National Student Identification Numbers (NISN), national assessments, and school accreditation processes. Success indicators in implementing DAPODIK include several critical aspects. Firstly, accurate and regular data collection is the main foundation in information management. This process involves gathering complete and regularly updated data, ensuring the information generated is reliable and useful for decision-making. Secondly, precise and meticulous data input is key to maintaining the integrity and accuracy of the DAPODIK database. This requires skilled human resources in educational information technology.

Additionally, data confirmation and synchronization are integral parts of DAPODIK implementation in schools. Confirmation ensures that the data entered is valid and relevant to actual conditions in the field, while synchronization ensures that the data available on various DAPODIK platforms is always current and consistent. However, there are challenges in implementing DAPODIK that need to be addressed. Factors such as readiness of technological infrastructure, adequate human resources training, and consistent and regular data management support are crucial in optimizing this system. Moreover, handling technical issues such as slow servers or unstable internet networks can also affect the performance of DAPODIK usage in schools.

Overall, the implementation of the Basic Education Data System (DAPODIK) at Muhammadiyah 9 Elementary School in Palembang is not just an administrative step but also a strategy to enhance the quality and transparency of education management. By effectively utilizing information technology, schools can improve operational efficiency, responsiveness to national policies, and provide better educational services to all stakeholders in education.

METHODOLOGY

This study was conducted over one semester during the second semester of 2023, from February to September. The research took place at SD Muhammadiyah 9 Palembang, located on Jl. Wahid Ali/Urip Sumoharjo, 2 Ilir, Ilir Timur II District, Palembang City, South Sumatra. SD Muhammadiyah 9 Palembang was chosen as the research site to analyze the implementation of the DAPODIK program at the school, as well as the factors that support or hinder it. The study employed a descriptive qualitative approach to gain a deep understanding of the DAPODIK program implementation process and its influencing factors. Research informants included the school principal, administrative head, operators, and teachers selected for their relevant knowledge and experience. Data collection techniques included passive participatory observation, semi-structured interviews with recording devices, and documentation to gather documents and photos related to program implementation.

Data analysis involved organizing, synthesizing, and structuring data from observations, interviews, and documentation through stages of data reduction, data presentation, verification, and drawing conclusions. Data reduction involved summarizing key information from data collection, while data presentation included various formats like brief descriptions and diagrams to enhance understanding. Verification ensured data accuracy and validity by confirming information with informants. Lastly, drawing conclusions addressed research questions, outlining the background and solutions related to implementing the DAPODIK program at SD Muhammadiyah 9 Palembang, ensuring consistency between analysed data and discussed issues. To ensure data validity, the study utilized source and technique triangulation. Source triangulation verified data from multiple sources for validity, while technique

triangulation confirmed data through different data collection methods to mitigate bias and enhance research reliability.

RESEARCH RESULT

In the proper implementation of school administration, its success is determined by effective and efficient administrative practices. This encompasses all aspects of various subsystems within the school system, such as educational data, student data, and infrastructure data, integrated into the overall system. The DAPODIK data system is crucial for centralized and well-structured school administration, as it is utilized for managing educational data in schools. Furthermore, the study will elaborate on field-obtained data and address previously formulated issues by analysing supporting and hindering factors in the implementation of the DAPODIK program at Muhammadiyah 9 Elementary School in Palembang.

The implementation of the DAPODIK program at Muhammadiyah 9 Elementary School in Palembang

The implementation of new student admissions involves leaders directing, motivating, and organizing the process of searching, selecting, and attracting suitable applicants to end roll in educational institutions. The school principal must provide guidance to teachers to ensure the DAPODIK program runs as expected, emphasizing the importance of coordination in achieving group goals.

Coordination of the DAPODIK Program

Implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang highlights structured coordination among the school principal, administrative staff, and operators. Based on interviews with the principal, it is evident that coordination occurs formally through regular meetings and informally via WhatsApp groups. The primary objectives are to ensure all parties are informed about ongoing activities and to identify any potential challenges during program execution. Administrative staff emphasized that these meetings assist in clearly delineating tasks, maintaining order, and facilitating efficient data collection. Operators also underscore the importance of this coordination in resolving issues that arise during implementation, indicating that coordination is key to the success of DAPODIK data collection at the school.

Coordination extends beyond data collection to data input and processing for DAPODIK. The principal emphasized that regular meetings aid in evaluating challenges and generating new ideas to enhance these processes. Support from the Principal to administrative staff is also crucial in ensuring effective data processing. Operators further emphasized the role of coordination with the Vice Principal in managing student admission quotas, thus preventing over-quota situations that could disrupt the process.

In the verification phase, close coordination is evident at SD Muhammadiyah 9 Palembang. The principal actively monitors the DAPODIK data verification process to ensure accuracy and timeliness. Administrative staff

expressed feeling supported and closely monitored by the principal, ensuring that the data entered meets established needs and standards. Operators also stressed the importance of coordination with administrative staff and the principal in ensuring that all information entered into the DAPODIK application is correct and relevant. Overall, effective coordination in data verification is a key factor in maintaining the accuracy and reliability of educational information available at the school.

Lastly, coordination plays a crucial role in the synchronization process of DAPODIK data at SD Muhammadiyah 9 Palembang. The principal emphasized the importance of this process in ensuring that all school data is consistent and accurate. Administrative staff actively contribute to maintaining school administrative order through this data synchronization process. Operators also acknowledged that good coordination helps prevent overlaps or inconsistencies in data across various departments or units in the school.

Motivation of the DAPODIK Program

Motivation plays a crucial role in all stages of implementing the DAPODIK program at SD Muhammadiyah 9 Palembang, including data collection, processing, verification, and synchronization of student data. In the data collection stage, the school principal plays a key role in motivating the administrative staff and operators through internal meetings. During interviews, the principal emphasizes the importance of providing encouragement and appreciation to directly involved staff, creating a dedicated space for the development of the DAPODIK program to enhance morale and efficiency. Direct observations show that this approach not only impacts motivation but also significantly improves work quality.

After data collection, the data processing stage requires careful analysis and focus to ensure data accuracy. The principal consistently motivates staff through meetings and daily interactions, fostering a supportive work environment that motivates administrative staff and operators. This approach not only enhances productivity in data processing but also aids in designing more effective strategies for managing information effectively.

During the data verification stage, motivation remains key to ensuring the accuracy of information conveyed through DAPODIK. The principal continues to encourage staff to remain focused and meticulous in data checking. The support and motivation provided not only enhance the accuracy of school administration but also build a positive image for the school in improving educational quality.

Lastly, in the data synchronization stage, motivation is continually emphasized to maintain data accuracy in the DAPODIK application. The principal ensures that staff remain motivated to execute this process effectively, enabling the development of efficient and accurate work strategies. The sustained support from the principal positively impacts the performance of staff and operators in aligning data properly, ensuring that the information provided meets the standards set by the Ministry of Education and is trusted by the community.

The motivation provided by the principal at SD Muhammadiyah 9 Palembang serves not only as moral support but also as a key factor in improving the efficiency, accuracy, and quality of DAPODIK program implementation overall. With this approach, administrative staff and operators are encouraged to work more effectively in every stage of student data collection, processing, and synchronization. The principal's ongoing support helps create a productive and responsible work environment at SD Muhammadiyah 9 Palembang.

Communication in the DAPODIK Program

In the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang, communication plays a central role in four crucial stages: data collection, processing, verification, and synchronization. During the data collection phase, communicative interactions among the principal, administrative staff, operators, teachers, and students are key to ensuring clear understanding of their respective tasks. Through various forms of communication such as direct meetings and WhatsApp groups, the principal is proactive in ensuring structured communication, avoiding misunderstandings, and strengthening cooperation among all parties involved.

Moving forward, in the DAPODIK data processing process, communication proves crucial in ensuring accuracy and smooth operations. Regular meetings between the principal and administrative staff serve as the primary platform to unify understanding of the managed data. The principal not only leads formal meetings but also provides direct guidance and motivation to the entire team, including administrative staff, to carry out their tasks efficiently and accurately.

During the DAPODIK verification stage, open communication is essential in delivering accurate information to prospective students and their parents. The principal ensures that all parties have a clear understanding of procedures and schedules related to student admissions. With active communication, both through formal meetings and direct interactions, administrative staff and operators can effectively perform verification tasks, ensuring that all information is communicated correctly and promptly.

Finally, in the DAPODIK synchronization process, communication serves as the primary means to maintain alignment of goals among all involved parties. The principal provides clear directions to administrative staff and operators to maintain open and active communication throughout the process. This includes detailing technical procedures, clarifying complex information, and ensuring that every step taken aligns with the overall program goals.

Overall, through effective and structured communication practices, SD Muhammadiyah 9 Palembang successfully executes the DAPODIK program smoothly and efficiently. The principal plays a crucial role in facilitating productive interactions among all stakeholders, creating a conducive work environment for meaningful collaboration. Thus, good communication not only enhances operational performance but also strengthens the shared vision to improve the quality of education at the school.

Direction in the DAPODIK Program

In the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang, the school principal plays a crucial role in ensuring that each stage proceeds efficiently according to established procedures. The principal not only acts as an administrator but also as a leader who provides guidance and motivation to the administrative staff and operators. Effective coordination among all parties is key to achieving the ultimate goals of the DAPODIK program effectively.

Firstly, during the data collection stage, the principal actively organizes monthly coordination meetings. In these forums, all staff members including administrative personnel and operators are instructed to carry out data collection meticulously and on time. Open evaluations are also conducted to promptly identify and resolve any emerging issues. This approach not only enhances discipline in data collection but also ensures that the gathered data is of high quality and reliability.

Furthermore, the principal emphasizes the importance of accuracy in processing DAPODIK data. Errors in this stage can significantly impact the school's educational quality. Through regular instructions and guidance, the principal ensures that the staff understands the importance of maintaining the accuracy and reliability of processed data. Administrative staff and operators acknowledge that direct support from the principal helps them improve the quality of data processing and minimize errors.

During the data confirmation stage, the principal facilitates thorough and periodic verification processes. Open communication and direct guidance from the principal enable staff to perform their tasks more efficiently. School operators add that intensive interaction with the principal helps them understand and execute the data verification process effectively.

The final stage is data synchronization, where the principal plays a crucial role in ensuring that all collected, processed, and confirmed data are effectively synchronized. Through regular meetings and coordination, the principal creates a conducive working environment where staff feel supported in achieving common goals. The principal's sustained support not only enhances data accuracy but also ensures that all processes adhere to the standards set by the Ministry of Education.

Overall, the approach taken by the principal at SD Muhammadiyah 9 Palembang in providing direction is not just about administration but also about providing concrete guidance and motivation to all parties involved. The principal acts as a leader who sets an example and facilitates coordination among units in the implementation of the DAPODIK program. This helps create a productive and responsible work environment where every individual feels accountable for the success of the school's educational program.

Supporting and Barriers Factors in the Implementation of the DAPODIK Program

In the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang, supporting and inhibiting factors play a crucial role in determining

its smoothness and effectiveness. These factors not only impact daily operations but also the quality of education that the institution can achieve.

On the supportive side, high-quality human resources form the primary foundation at SD Muhammadiyah 9 Palembang. Based on interviews with the principal, administrative staff, and operators, the principal has provided clear directions to enhance the competencies of the management team in handling the DAPODIK application. With deep understanding of the application and its procedures, and a collaborative spirit built among the staff, operators, and other stakeholders, the management team is able to execute their tasks effectively and efficiently. Besides competent human resources, adequate infrastructure is also a critical factor with the availability of devices such as computers, laptops, and comfortable workspaces. These facilities support efficient data management and create a conducive working environment for the management staff, ensuring that data management processes run smoothly and on schedule. Furthermore, a reliable internet network in strategic locations around the school on the outskirts of the city provides easy access to a stable and fast network, minimizing the risk of disruptions and downtime that could affect the productivity of the management staff. Consequently, they can work more efficiently in inputting and synchronizing data into the DAPODIK application, supporting the school's efforts to improve educational quality through accurate and timely information management.

On the other hand, there are several inhibiting factors that need to be addressed in the implementation of the DAPODIK program. One of these is server limitations, often experiencing interruptions or downtime due to the simultaneous access by numerous users from various schools to the DAPODIK server. Despite mitigation efforts through meetings and coordination by the principal, these limitations continue to pose a challenge in maintaining the speed and reliability of the system. Additionally, data synchronization processes also present a major challenge, especially during unscheduled version changes or updates. This can disrupt the alignment of inputted data with field information, thereby reducing the validity of the information provided by the DAPODIK application despite intensive communication among relevant stakeholders.

Overall, the analysis of supporting and inhibiting factors in the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang illustrates efforts to maximize effectiveness and efficiency in educational management through information technology. Despite challenges that need to be overcome, the commitment to continuously improve human resources management and supportive infrastructure will be key to achieving long-term success in managing this program.

DISCUSSION

In the effective and efficient management of school administration, the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang serves as a case study highlighting the importance of coordination, motivation, communication, direction, as well as supportive and hindering factors in

executing this program. This research integrates various theories and literature studies related to educational management and information technology that support modern school administration.

Coordination at SD Muhammadiyah 9 Palembang is key to the success of the DAPODIK program implementation. This coordination involves structured interaction among the school principal, administrative staff, and operators through regular meetings and informal communication. Organizational theory asserts that effective coordination facilitates organizational goal achievement by ensuring all team members are optimally involved and informed (Solehudin et al., 2023). In this context, the principal acts as a leader who not only provides guidance but also encourages collaboration and camaraderie in carrying out administrative tasks.

Motivation is also a crucial factor in maintaining the morale and quality of work of staff at every stage of the DAPODIK program. The motivation provided by the principal serves not only as moral support but also enhances overall operational performance (Rusmawati, 2013). Through continuous appreciation and support, the principal motivates administrative staff and operators to maintain accuracy in student data collection, processing, confirmation, and synchronization.

Effective communication at SD Muhammadiyah 9 Palembang proves to be a critical element in smoothly running the DAPODIK program. Structured communication among the principal, administrative staff, operators, teachers, and students ensures clear understanding of respective tasks and avoids misunderstandings that could disrupt the process (Herlina et al., 2023). Through regular meetings and the use of technologies like WhatsApp groups, this communication not only enhances coordination but also strengthens cooperation among all involved parties.

Appropriate direction from the principal in every stage of the DAPODIK program also significantly influences its success. As a leader, the principal not only organizes monthly coordination meetings but also provides specific instructions to execute tasks according to established procedures. Through this approach, the principal serves not only as an administrator but also as the primary facilitator ensuring each step is carried out efficiently and accurately.

However, the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang is not without supportive and hindering factors that affect its effectiveness. Supportive factors such as high-quality human resources, including the competence of management personnel and adequate infrastructure, support operational smoothness. On the other hand, hindering factors such as server limitations and complex data synchronization processes pose challenges that need to be addressed to maintain the quality and reliability of the generated information (Tueno, 2020).

Overall, the integration of educational management theories and information technology provides a strong foundation for examining the implementation of the DAPODIK program at SD Muhammadiyah 9 Palembang. By considering these factors, schools can identify areas that need strengthening and leverage internal strengths to achieve success in educational

administration. Continuous efforts to enhance human resource competence, infrastructure, as well as communication and coordination systems will support better and sustainable educational goal achievement in the future.

CONCLUSIONS AND RECOMMENDATIONS

Implementation of the DAPODIK Program at SD Muhammadiyah 9 Palembang has demonstrated fairly good and efficient performance through four main stages: coordination, motivation, communication, and direction. In terms of coordination, the school has successfully implemented data collection, inputting, verification, and synchronization of DAPODIK data. This is reflected in the cooperation among various parties in the school, such as administrative staff, operators, and other stakeholders. Motivation at SD Muhammadiyah 9 Palembang is also emphasized to optimize existing resources in order to enhance the implementation of the DAPODIK program. Through support and continuous learning, it is expected that staff can continually improve their work quality. Effective communication has proven crucial in ensuring consistency in student data and proper data management processes. Systematic direction from the principal also supports the success of implementing this program, ensuring that all stages from data collection to DAPODIK synchronization are carried out correctly and efficiently.

However, there are supporting and inhibiting factors that need to be considered in the implementation of the DAPODIK Program at this school. As supporting factors, high-quality management human resources, adequate infrastructure, and good internet connectivity have provided a strong foundation for operational efficiency. However, the biggest challenge faced is the server issues that frequently disrupt operations, potentially leading to data loss or delays in management processes. Moreover, suboptimal data synchronization also serves as a major hurdle in ensuring the accuracy of information available in the DAPODIK application. Therefore, to improve and enhance the implementation of this program, it is recommended that the principal continue efforts to improve information technology and communication infrastructure, as well as facilitate training and technical support for management human resources. Regular evaluations and procurement of necessary facilities also need to be enhanced to support the efficiency of implementing the DAPODIK Program at SD Muhammadiyah 9 Palembang.

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