Best Practice Implementation of Digital Report Management Information System

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Abstract

This study aims to analyze the implementation of Madrasah Digital Report Card (RDM) at MA Al-Wathoniyah 5 in order to improve the efficiency and quality of education administration management. This research uses a descriptive qualitative method with data collection through documentation and interviews, which are analyzed using the Miles and Huberman technique, including data reduction, data presentation, and conclusion drawing. The results showed that RDM facilitates the management of grades, student attendance, and reporting in accordance with the Ministry of Religious Affairs standards. The automatic validation feature and account-based access control ensure data accuracy and security. Implementation constraints, such as limited budget and internet access, were overcome through a shared commitment between teachers, administrative staff and the foundation, as well as regular training and internal fundraising. The planned integration of RDM with other management systems, such as finance and student attendance, as well as the increased capacity of the local server, reflects the madrasah's vision to build a comprehensive and sustainable information system. In conclusion, RDM not only improves administrative efficiency but also becomes a relevant model of technological innovation in madrasah education.

Keywords: madrasah, digital report card, information system

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A. Introduction

The information and communication technology (ICT) revolution has brought rapid changes in various aspects of human life. The emergence of the internet, smart devices, and various applications has changed the way we communicate, work, and learn. (Wahyudi, 2022). The integration of ICT in daily life is increasingly inevitable, creating an era that is all connected and data-driven. (Sapriyah, 2019). This technology not only accelerates the communication process between individuals and organizations, but also encourages innovation in various fields such as economy, health, government, and education. (Daeng et al., 2017). ICT helps people access information in seconds, make it easier to complete complex tasks, and create smart solutions that support work efficiency. All this shows that ICT is not just a tool, but the main driver of the transformation of modern life. (Hidayati, 2021). The development of ICT also has a significant impact on the world of education. The shift in learning methods is one of the main impacts of the presence of technology (Wahyono & Rofi's, 2021). (Wahyono & Rofi'i, 2023). Online learning allows the teaching and learning process to be carried out remotely through an online platform, opening access to education for anyone and anytime. (Janattaka & Adella, 2021). Platforms such as Zoom, Google Meet and Microsoft Teams have become effective solutions for learning during the COVID-19 pandemic and beyond. In addition, ICT also encourages project-based learning, where students can work together on technology projects to develop collaboration and problem-solving skills. Technology brings students closer to real situations through digital-based simulations and case studies. (Priyatin & Septiana, 2021). Personalized learning is also becoming more possible thanks to adaptive software and self-paced platforms such as Khan Academy or Coursera, which allow students to learn according to their needs and interests. Meanwhile, the use of interactive media such as videos, animations, simulations and educational games make learning materials more interesting, dynamic and motivate students to learn more actively. (Tsaabitah & Azizah, 2023).

Wider access to information is also one of the positive impacts of ICT development in education. Digital libraries provide access to millions of books, journals and other learning resources that can be accessed at any time through platforms such as Google Scholar and World Digital Library. (Yuliana et al., 2023). In addition, the existence of Open Educational Resources (OER) allows everyone, including students and

teachers in remote areas, to access knowledge resources for free. This broadens access to education and encourages independent knowledge renewal. ICT also helps in more efficient management of education data. School management information systems simplify administration by managing data on students, teachers, grades, schedules and school activities in an integrated manner. (Fajriyani et al., 2023). The collected data can be further analyzed to improve learning quality and support evidence-based decision-making. Global collaboration in education is increasingly evident with the development of ICT. Technology enables cross-border interactions through platforms such as Edmodo, Google Classroom and Microsoft Teams (Buangam et al., 2023). (Buangam et al., 2022). Through these platforms, students, teachers and parents can communicate and cooperate efficiently to achieve better educational goals. In addition, virtual conferencing provides opportunities for students and teachers to participate in international discussions, seminars or workshops without the need to physically travel. This global interaction encourages knowledge exchange and broadens learners' horizons on global issues relevant to their education. (Gadzali, 2023).

Manually managing student report cards has been a big challenge for many educational institutions. The time-consuming and error-prone process is a major obstacle. (Suryandani et al., 2017). Activities such as inputting grades, calculating averages, and creating reports are often done manually, potentially leading to data inaccuracies. In addition, access to report card data is also limited and often takes a long time. This makes it difficult for teachers, students, and parents to get the information needed quickly and accurately. Another problem arising from manual report card management is the difficulty in integrating data with other systems. Report card data that is isolated in different formats makes it difficult to analyze the data thoroughly. (Rosmini et al., 2021). For example, student report card data is difficult to link with attendance data, extracurricular achievements, or other relevant data. As a result, it is difficult for educational institutions to get a comprehensive picture of student development and make informed decisions based on the data.

RDM application comes as an innovative solution to overcome the complexity and inefficiency in managing student report cards manually. Designed by utilizing information technology, RDM simplifies the process of managing grades, attendance, and other student information. Through a user-friendly interface, teachers can easily input

grades, manage student data, and generate report cards quickly and accurately. (Anwar & Khoir, 2023). In addition, RDM also allows integration with various data sources, such as national exam data or extracurricular data, thus providing a more comprehensive picture of student development. One of the main advantages of RDM is its ability to improve data accuracy. With a structured data input system and automatic validation, the risk of data errors can be minimized. In addition, RDM also allows real-time data access, so teachers, students, and parents can monitor student learning progress anytime and anywhere. Sophisticated reporting features allow the creation of various types of reports, such as grade reports per student, class progress reports, or statistical reports. Thus, RDM not only simplifies administrative processes, but also supports better decision-making in the learning process. So based on the explanation that has been done, the focus and purpose of this research is to analyze the efforts to use the RDM application by the madrasah, as well as the extent of its effectiveness in supporting the administrative process of assessing and reporting student learning outcomes.

B. Methods

This research uses a qualitative descriptive approach to provide an in-depth description of the implementation process of the Madrasah Digital Report Card Application (RDM) at MA Al-Wathoniyah 5. The qualitative descriptive approach was chosen because it is able to provide a comprehensive understanding of the phenomenon under study through exploration of experiences, perceptions, and obstacles faced by application users. This research was conducted at MA Al-Wathoniyah 5 by involving teachers and madrasah administrative staff as research subjects. Teachers and staff were chosen as informants because they have a central role in the implementation of the RDM application, both in inputting grade data, reporting learning outcomes, and using other features. Data collection techniques in this study were conducted through several methods. First, in-depth interviews were conducted with teachers and staff to explore perceptions, experiences and challenges faced during the use of the RDM application. Second, the documentation method was used to complement the data obtained from the interviews. Documentation includes guidelines for using RDM, evaluation results of application implementation, and user activity data in the application. The collected data were then analyzed using Miles and Huberman's interactive data analysis model, which involves three main stages, namely data reduction, data presentation, and conclusion

drawing. In the data reduction stage, data obtained from interviews and documentation were selected, simplified, and focused on information relevant to the research objectives. Furthermore, at the data presentation stage, the data that has been reduced is organized in the form of descriptive narratives, tables, or matrices to facilitate researchers in understanding emerging patterns. Finally, at the conclusion drawing stage, key themes were identified, categories were constructed, and interpretations were made to answer the research questions.

C. Result and Disucussion

MA Al-Wathoniyah 5 is located at Jl. I Gusti Ngurah Rai, Rt 016 Rw 08, Jatinegara, Cakung, East Jakarta. This educational institution was established on December 14, 1987 based on the Establishment Decree Number Wj/6-d/5112/1987 issued by the Ministry of Religious Affairs. As one of the Madrasah Aliyah under the auspices of the Ministry of Religious Affairs, MA Al-Wathoniyah 5 is committed to providing education that integrates Islamic values with general knowledge. More than three decades old, MA Al-Wathoniyah 5 has become an important part of the development of education in the East Jakarta area, especially in forming a young generation with knowledge, character, and piety. MA Al-Wathoniyah 5 has a great vision to produce a generation that is not only academically superior, but also has high moral integrity. The vision of this madrasah is "The realization of human beings who are devoted, faithful, knowledgeable, berakhlaqul karimah, Islamic character, able to actualize themselves in social life and become rahmatan lil álamiin."

In realizing this vision, MA Al-Wathoniyah 5 carries out a number of strategic missions. The institution implements comprehensive, effective and competitive learning activities to ensure students are able to compete at the national and international levels. The madrasah also focuses on building the creativity of educators and students in various fields through innovative approaches. Life in the madrasah environment is shaped by prioritizing the values of faith, devotion, and good manners, while upholding noble character. In addition, the madrasah creates a culture of discipline in worship and encourages students to practice Islamic teachings in their daily lives. Through the last mission, namely improving the quality of faith, piety (imtaq), and science and technology

(iptek), MA Al-Wathoniyah 5 seeks to utilize technological developments to support learning and evaluation activities. One of the innovations implemented is the use of the RDM application (Rapor Digital Madrasah).

1. RDM Application

RDM or Rapor Digital Madrasah application is a digital platform specifically designed to facilitate academic data management in madrasah. It allows teachers to record, process, and report student assessment results in an efficient and integrated manner. RDM was developed by the Ministry of Religious Affairs as an effort to modernize the education administration system in madrasahs, replacing the previous manual system that was often time-consuming and prone to errors. Through features such as grade input, data recapitulation, and automatic report card generation, this application not only improves teachers' work efficiency, but also supports transparency and accuracy in student assessment.

RDM Application Display MA Al-Wathoniyah 5

When opening the RDM application, the initial display that appears is the login page with a simple but intuitive design. On this page, a username and password are required to enter the system. In addition, the option to select the relevant academic year and semester is also available, ensuring that the data accessed is in accordance with the ongoing academic period.
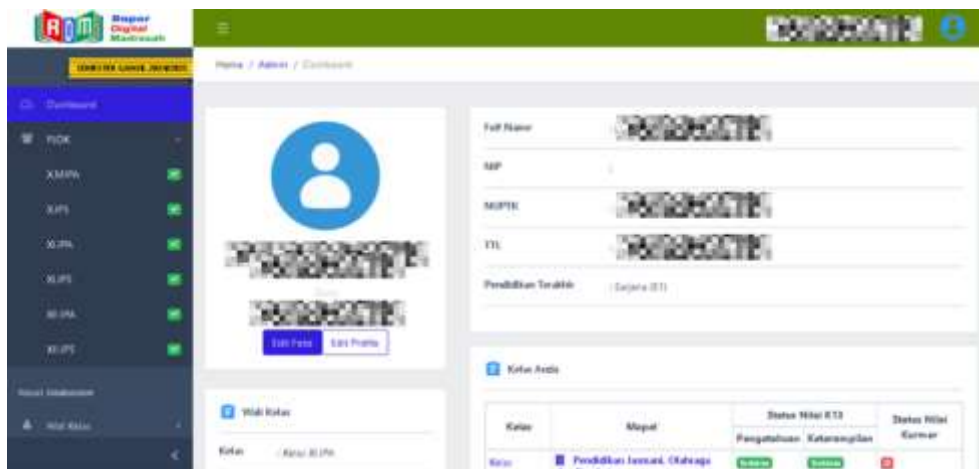
Figure 3. Homeroom Feature Display

After successfully logging in, the user will be directed to the main dashboard display that shows the complete identity of the account owner. The information displayed includes biodata such as name, identification number, and position, as well as other details such as status as homeroom teacher, subjects taught, and classes under their responsibility. This view is designed to provide quick and clear access to personal information and related tasks, making it easier to manage administration and learning activities

Figure 4: Maple Teacher Feature Display

In addition, the dashboard also provides a dedicated feature for each class taught, which contains detailed information about the student list and related data, such as full name, parent number, and academic status. This feature also includes information about each student's homeroom teacher, allowing easier access for coordination and communication. With this feature, teachers can manage class data in a more structured and efficient manner, while monitoring student progress directly through an integrated system. Some features of the RDM application can also be seen in the image below as follows.
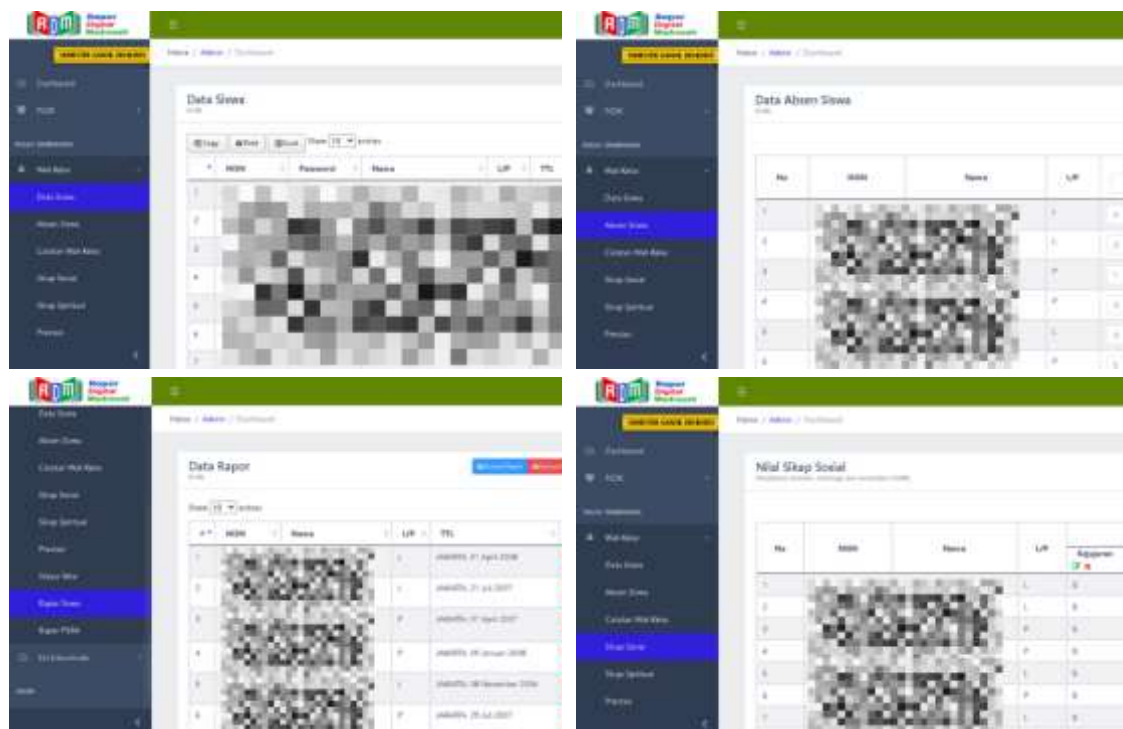
Figure 5. Display of Some Features of the RDM Application

The Rapot Digital Madrasah (RDM) application has a number of features designed to simplify the administration process and monitoring of student development. The first feature is the Student Data view that can be accessed by Homeroom Teachers, which contains complete information about student identity. In addition, there is a Student Absence feature that allows Homeroom Teachers to monitor student attendance directly. The Student Report Card Data feature facilitates the management of students' academic grades, while the Social and Spiritual Attitude Grades provide an overview of the development of students' attitudes in social and religious aspects. This application is also equipped with the P5RA Print Report Card feature that makes it easy to print report cards with a customized format, as well as Homeroom Notes that allow teachers to provide important notes related to student development and behavior during a certain period. All these features aim to improve efficiency, accuracy, and transparency in the management of education in Madrasahs.

2. **Application Implementation**

Based on the interview with the principal, it was stated that the main motivation of MA Al-Wathoniyah 5 was to improve efficiency in managing student report card data digitally.

"As a private madrasah with limited resources, the use of RDM is designed to facilitate accurate reporting of grades that are in line with Ministry of Religious Affairs standards. In addition, the need for data transparency and ease of access for students, teachers and parents is another important driver".

In addition, the principal also explained that the implementation process of the RDM application starts with internal training for teachers and administrative staff to ensure they have sufficient understanding on how to use the system effectively.

> "Teachers and administrative staff attended basic technical training on how to input and validate data in RDM. In addition, regular discussion sessions are held to resolve technical issues that arise, with direct guidance from madrasah operators who have been trained first."

Afterwards, data was migrated from the previously used manual system into RDM, which allowed for more efficient and accurate data management. The main obstacle faced during this process was the lack of adequate equipment, such as computers and a stable internet connection, which hindered the smooth implementation. However, with internal fundraising efforts and support from the foundation, the madrasah managed to gradually overcome these obstacles, both by purchasing new devices and improving the quality of the internet network, so that the RDM implementation process runs more smoothly and effectively. RDM eliminates the need for time-consuming manual management, such as recording grades in physical report books that must be done manually and are prone to errors. Through this system, the grade recapitulation process becomes easier and faster, because the data is directly recorded and integrated in one digital platform. This not only increases efficiency in managing grades, but also reduces the administrative burden that must be borne by teachers. (Fajrin & Machali, 2023). As a result, time previously spent on administrative tasks can now be redirected to the teacher's main focus, which is learning, thus improving the quality of interaction between teachers and students. Thus, RDM plays an important role in increasing teacher productivity while supporting the effectiveness of learning in madrasah.

> "RDM allows parents and students to access grade information through their respective accounts online. This makes it easier for them to monitor student progress without having to wait for the distribution of physical report cards."

Data accuracy in RDM is improved through an automatic validation feature that ensures every inputted information conforms to a predefined standard format. This significantly reduces the risk of human errors that often occur in manual data management, such as typos or inconsistent recording of values. In addition, the system is

equipped with account-based access control, which allows setting access rights for each user according to their roles and responsibilities. Through these controls, only authorized parties can access or edit certain data, maintaining data integrity and reducing the potential for manipulation or errors in information management. The combination of automatic validation and strict access control makes RDM a more secure and reliable system for managing madrassa data. (Aisidah & Anam, 2020). Some teachers also expressed that learning also experienced better quality because the administrative burden related to report cards was lighter.

> "Yes, it increases, with RDM, teachers can analyze student development more quickly and accurately, so they can focus more on learning and can be done earlier and as needed."

The best practice in implementing RDM is to build a joint commitment between teachers, administrative staff, and the foundation to utilize the technology, despite the budget constraints. This commitment is crucial to ensure all parties are involved and have the same understanding of the benefits and purpose of using the system. Internal support in the form of regular training provided to teachers and administrative staff helps them to continuously improve their skills in using technology effectively. In addition, periodic evaluations conducted to assess the success of RDM implementation allow the madrasah to make improvements and adjustments if needed. With a shared commitment, consistent training and planned evaluation, the implementation of RDM can run smoothly and provide maximum benefits for the educational process in madrasah.

However, the biggest challenge experienced in the implementation of RDM is the limited internet access that still hampers the smooth use of the system, especially during simultaneous data updates that require a stable connection. To overcome this, the solution implemented is to use a rotating data input schedule, so that the burden of internet usage can be divided evenly among teachers and administrative staff, reducing the network load at any one time. In addition, the madrasah is also actively looking for alternative internet service providers that are more stable and can meet the connection needs to support RDM operations. The combination of these solutions, it is hoped that internet access constraints can be minimized, so that the use of RDM can run more smoothly and effectively.

"Usually when it's close to the time of the report card after the exam, there are many people who access it, sometimes it's not optimal or slow so the data input can take a long time to complete"

MA Al-Wathoniyah 5 plans to integrate RDM with other management systems, such as student finance and attendance, to create a more comprehensive and coordinated solution. With this integration, data related to students, finance, and attendance can be managed in a more efficient and integrated manner, reducing data redundancy and making decision-making easier. In addition, to support smooth operations and ensure faster and more secure access, the madrasah also plans to increase the capacity of local servers. This upgrade is expected to strengthen the IT infrastructure, ensure the system runs smoothly even with larger data volumes, and provide a better user experience. MA Al-Wathoniyah 5 has successfully implemented best practices in the management of its Digital Report Card Management (RDM) Information System, which not only meets the needs of education administration but also reflects modern information system standards. (Syukriady et al., 2024). One of the best practices adopted was to build a shared commitment between teachers, administrative staff and the foundation to make maximum use of technology, despite budget constraints. This step is followed by regular training for system users as well as periodic evaluations to ensure smooth and effective implementation (Nuraini et al., 2024). (Nuraini et al., 2022).

As a Management Information System, RDM at MA Al-Wathoniyah 5 has been designed to support transparency, accuracy, and efficiency of data management, such as recording grades, student attendance, and reporting in accordance with Ministry of Religious Affairs standards. Through automated validation features, the system ensures that inputted data is consistent and free from manual errors, while account-based access maintains data integrity so that it can only be accessed by authorized parties. This strategy is in line with the principles of best practices in information system management, namely ensuring data accuracy, system security, and ease of access for users. (Kumalasari et al., 2022). In addition, the planned integration of RDM with other management systems, such as finance and student attendance, places MA Al-Wathoniyah 5 at the forefront of digital transformation in the madrasah education environment. This integration will result in a more comprehensive system and support

data-driven decision-making processes. Increasing the capacity of the local server to support faster and more secure access also reflects the madrasah's attention to system sustainability and scalability, which are important elements in information technology management best practices. (Pratama et al., 2022). Through these steps, MA Al-Wathoniyah 5 has not only made RDM an administrative tool, but also part of a larger strategy to improve the quality of education. This practice shows that a madrasah can optimally utilize Management Information Systems to support institutional goals, build user trust, and create efficiency in various operational lines, making it a model for other madrasahs.

The implementation of RDM at MA Al-Wathoniyah 5 demonstrates how digital transformation can succeed in Islamic educational institutions, even under resource constraints. The findings support existing studies on the role of ICT in improving school management efficiency (Fajrin & Machali, 2023; Aisidah & Anam, 2020). Several points are noteworthy: The structured training and internal technical support contributed to smoother adoption. This aligns with findings by Kumalasari et al. (2022) that digital literacy among educators is a key factor in successful MIS implementation. The use of automatic validation features significantly reduced input errors, which mirrors results found in other RDM studies (Anwar & Khoir, 2023). The commitment of all stakeholders teachers, administrative staff, and foundations played a critical role, supporting the theory that successful system implementation requires shared ownership (Nuraini et al., 2022). RDM's impact on time management was evident, as teachers could shift their focus more toward instructional tasks rather than manual administration. While limited infrastructure remains a challenge, MA Al-Wathoniyah 5's proactive fundraising and schedule management strategies are examples of local solutions that can be adopted by similar madrasahs. This implementation reflects how digital systems can enhance transparency, data reliability, and stakeholder engagement in faith-based educational contexts.

D. Conclusion

The implementation of the Madrasah Digital Report Card (RDM) at MA Al-Wathoniyah 5 has proven to be an effective digital innovation in supporting administrative efficiency, data accuracy, and user accessibility in madrasah education. One of the key findings is the ability of RDM to reduce manual administrative burdens while increasing transparency and timely data access for all stakeholders. Another significant outcome is the strengthening of institutional collaboration among teachers, staff, and the foundation in overcoming budgetary and technical constraints. Practically, this study contributes to madrasah development by offering a real example of how digital platforms can be integrated within limited-resourced institutions without compromising quality. Theoretically, it enriches discussions on digital transformation and the use of Management Information Systems in Islamic education environments. Future studies are recommended to explore the longitudinal impact of RDM on student learning outcomes, as well as its integration with other systems such as e-learning platforms or financial management tools. Moreover, comparative studies involving other madrasahs could identify scalable models for nationwide implementation. One limitation of this study is its focus on a single institution, which may limit the generalizability of the findings. Additionally, the study did not quantitatively measure user satisfaction or learning outcomes, which could be explored in future mixed-method research.

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