

Implementation of School Management Information System at SMPN 2 Ciasem Subang

Yenita Nur Wahid¹, Deyeyeni², Nurul Aini³, Ahmad Farihin⁴, Ibnu Athoillah⁵

¹ Sekolah Tinggi Agama Islam Darussalam Kunir, Manajemen Pendidikan Islam, ² Sekolah Tinggi Agama Islam Darussalam Kunir, Manajemen Pendidikan Islam, ³ Sekolah Tinggi Agama Islam Darussalam Kunir, Manajemen Pendidikan Islam, ⁴ Sekolah Tinggi Agama Islam Darussalam Kunir, Manajemen Pendidikan Islam. ⁵ Universitas Perguruan Tinggi Ilmu Al-Qur'an Jakarta, Ilmu Al-Qur'an dan Tafsir. Indonesia Tel. +62-812-2386-9636

Corresponding author

yenitanurwahid04@gmail.com, deyeyeni80@gmail.com, nurulhaw23@gmail.com, ahmadfarihin2789@gmail.com, myibnuath@gmail.com

Abstract: This study discusses the implementation of the School Information System (SIM) curriculum with teaching staff at SMPN 2 Ciasem Subang, similar to everyday activities. Specifically, Word and Excel are used as tools to assist in solving learning problems. The SIM curriculum plays an important role in the overall education process. The position of the curriculum in achieving educational goals also demonstrates its important role in this process. This study uses qualitative research with descriptive characteristics. This study is a case study with a single fixed strategy; the researcher only studies one problem and collects data on the School Management Information System at SMPN 2 Ciasem Subang. Informants, places, and events are the primary sources of data in this study. To collect data, we used interviews and documentation to interview research subjects. The documentation method was used as evidence, which is a requirement for conducting research. An information system can be defined as a network of interrelated and interconnected procedures for performing a work process or completing a specific activity, or a collection of interacting elements to achieve a predetermined goal. An institution's information system is used to determine the level of productivity and progress as well as the activities that occur within the institution.

Keywords: Administration, Education, Information Systems, Management, Technology.

Introduction

Information technology has brought about a revolution in education, but this has not been matched by improvements in human resources. This situation has prompted changes in various aspects to accelerate the achievement of quality education goals. Quality is important, but it is not the only factor. In system management, other elements such as high performance, efficiency, effectiveness, and productivity supported by solid Information and Communications Technology (ICT) must be integrated. For the application of this information processing system, a Management Information System (MIS) is used. A management information system is a collection of interconnected information systems that provide information for management and operational needs. Management Information Systems manage an organization's

information resources to achieve its goals (Budi ramdhani, 2024). The development of information systems must be balanced with the development of human resources (Sonia, 2020). Thus, the basic ideas of MIS serve as the main pillars that support the development, implementation, and utilization of these systems in various organizations.

The curriculum essentially plays an important role in the overall educational process, which means that the curriculum is a very strategic tool for controlling how education works. the position of the curriculum in achieving educational goals can also be seen. the curriculum is often compared to a "vehicle" used to achieve academic goals. an information system can be described as a network of interrelated and interconnected procedures for carrying out a work process or completing a specific activity, or a collection of interacting elements to achieve a predetermined goal. an institution's

information system is used to determine the level of productivity and progress as well as the activities that occur within the institution (muliawan, bondan, satoto, iman, & sumardi, 2011). the complexity of an organization requires the availability of a management information system that is capable of helping to provide data and information to be used as material for determining development policies and strategies as well as providing operational data and information.

Through presidential regulation of the republic of indonesia number 08 of 2012 concerning the indonesian national qualifications framework (kkn), higher education institution curricula must be developed in accordance with the framework outlined in the kkn. The purpose of the kkn is to align, equalize, and integrate the fields of education and vocational training as well as work experience to provide recognition of competencies. National standards for education, research, and community service are regulated in minister of research, technology, and higher education regulation no. 44 of 2015 concerning national standards for higher education. This includes evaluating the curriculum based on national education standards . Thus, this study aims to examine and understand how the school management information system is implemented at smpn 2 ciasem subang. The focus of the research is directed at describing the implementation process of the information system and identifying the factors that support or hinder its implementation. In addition, this study also aims to evaluate the effectiveness of the use of information systems in improving the efficiency, accuracy, and transparency of school administration. Through this study, it is hoped that input and recommendations can be obtained to help optimize the implementation of the school management information system so that it better supports managerial activities and educational services at smpn 2 ciasem subang.

Materials and Methods

This study was conducted at SMP Negeri 2 Ciasem Subang on September 30, 2024, focusing on the implementation of the School Management Information System. The approach used was

qualitative with a descriptive research nature. Pradoko (2017) states that qualitative research is a method carried out by someone who is able to collect data in all its aspects as a single researcher, even though in the field they may be assisted by a team or group (Hafni Sahir, 2021). In addition, descriptive qualitative research aims to explain the current research without changing the data variables being studied through direct interviews (Bahri, 2017: 73) This allows researchers to gain an in-depth understanding of the process of implementing information systems in the school environment. Through this approach, the research attempts to describe the reality in the field as it is without manipulating the existing conditions.

The stages of research activities begin with the preparation process, which includes coordination with the school and the development of instruments. Instruments are tools used to collect information or data (Mulyana et al., 2024). In research using a qualitative approach, the research instrument is the researcher himself, because the success of data collection depends heavily on the researcher's ability to understand the social environment that is the subject of the research, as well as determining the aspects to be observed (M. Makbul, 2021). Before they can complete the data collection stage, researchers must be sure that the data they collect, which focuses on the social situation being studied, has met the research objectives. Furthermore, the implementation stage is carried out by conducting direct observations, interviews with related parties, and recording through documentation of various relevant data and school archives. The final stage involves clarifying and rechecking the findings with informants to ensure the accuracy and validity of the collected data.

Several techniques were used in data collection, namely observation, interviews, and documentation. Observation is the direct observation of an object in its environment, whether it is ongoing or still in process (TP Data, 2021). It is conducted to see how the information system is actually implemented, while an interview is an event or process of interaction between the interviewer and the information source through direct communication (M. Makbul, 2021). Interviews were conducted with the principal,

administrative staff, and teachers involved. Documentation is an important data collection technique because it involves reviewing and interpreting various types of documents, both public and private, to gain a better understanding of the phenomenon being studied (Authors et al., 2024). Documentation is also used to obtain secondary data in the form of reports, archives, and official school documents. The data obtained was then analyzed through three stages, namely data reduction, data presentation, and conclusion drawing, in accordance with the Miles and Huberman analysis framework, so that the research results were able to present a comprehensive picture of the implementation of the school management information system at SMP Negeri 2 Ciasem Subang.

Results and Discussion

The results of research at SMPN 2 Ciasem Subang show that, according to Adang Ruhyat as the curriculum representative, information technology is inseparable from the world of education, one of which is teachers, who play an important role in the information system. The Curriculum Management Information System is defined as managing the curriculum and learning, while the system itself is linked to policies from the center. It plays a role in managing human resources in schools. To support the achievement of educational organization goals and objectives, the information system will assist educational institution management in several ways. First, it will create a system to manage available educational data and information. Second, educational data and information will be integrated to assist the decision-making process. Third, educational data and information will be made available in full to all parties with an interest in education.

The development of information and communication technology (ICT) has also become both a demand and a challenge, especially for educational institutions due to their duties and responsibilities (Nabila & Nafi'ah, 2025). Thus, in the educational process, the management of educational information systems can help improve

learning and achieve educational goals. Educational management is related to the teaching and learning process, from the moment students and teachers enter school until they leave. The advancement of science and technology, especially in the field of computerization, has shown that this progress can help solve problems related to the implementation of educational management information systems. In addition, the use of this technology can reduce the stages of the work process within an organization. With the use and development of this technology, every party involved in an organization will benefit from its use and development (Hambali, 2021).

In education, information and communication technology is used to maximize the learning process (Dewi, Hilma, et al., 2024). According to Frisdayanti (2019), components such as processes, procedures, organizational structure, human resources, management, and organizational culture are necessary to form an information system. These components contribute to the success of the educational process. The results of research on the use of the curriculum management information system at SMPN 2 Ciasem Subang show that Excel is used to create lesson schedules and to manage teachers' working hours. Another application used is the timetable application, which is used to design teachers' teaching schedules. The implementation process involves arranging teachers' teaching hours for each subject to be accommodated.



Figure 1. Application menu display timetable

The involvement of the SIM curriculum with teaching staff at SMP N 2 Ciasem Subang is like daily food. That is, with Word and Excel as bridges

or tools to solve learning problems. In relation to the SIM, SMP N 2 Ciasem Subang also provides support to teaching staff in using the curriculum SIM through training or guidance. How to report to the principal. For example, it has now emerged that the education report cards at SMP N 2 Ciasem Subang are not good, and this must be improved. The solution is to provide information or technical guidance to fix this problem.

The success metrics or evaluation used at SMP N 2 Ciasem Subang involve updating the existing SIM. As with teacher attendance, previously this was done manually using "signatures." Eventually, it became necessary to measure performance using attendance. This began with administrative staff using the Sijawara application, and after the application was activated, it was then used by teachers.



Figure 2. Sijawara application menu

The web is integrated among teachers and students at SMPN 2 Ciasem Subang using Google Drive with a specific account called "account.idea." Each teacher is given 103 GB of storage space and is automatically connected to Google Drive. Teachers can create lesson plans and other documents, which are then stored in Google Drive and can be accessed by everyone. Teachers use ICT to help their students assess their own learning in achieving their goals. At the same time, teachers naturally collaborate with other teachers in solving common problems and sharing teaching experiences.

WordPress CMS offers a theme editor service, so users do not need to learn complex programming languages to create websites. In addition, the

WordPress application has 4063 themes that can be used by its web users. The free version only has themes for digital data management, and the paid version offers more features with additional applications that make web management easier. The availability of comprehensive plug-ins or additional applications makes WordPress attractive to professionals. SIM can not only be used as a supporting component, but also function as an important part in helping educational institutions compete in the current global era. SIM is very important for educational services in this digital era because it has the ability to improve the quality of education and support the learning process (Dewi, Setiawati, et al., 2024). SIM based on Android technology can improve educational services in schools to meet needs, make it easier for students and teachers, and enable students and teachers to communicate and obtain the learning information they need. In addition, SIM can overcome obstacles in the implementation of the education system, such as the lack of database storage media and the speed of information dissemination to students.

Transformation At this level, teachers usually believe that using ICT will easily change their pedagogy and student learning. It is very difficult to bring teachers to the stage where ICT becomes a tool that is used regularly to assist learning so that it is integrated in all classes. Schools will undergo transformation when information technology is fully integrated into classroom learning activities, used to creatively design and change the organization of learning, and becomes a routine part of the daily life of the institution. The focus of the classroom is now centered on students rather than teachers (Fitriyadi, n.d.).

Learning is a combination of two activities, namely teaching and learning activities. Teaching activities include the role of educators in ensuring good educational communication or interaction between educators and students (Loilatu et al., 2020). It is this smooth communication process that indicates that learning activities or processes are running well.

Discussion

The implementation of the Curriculum Information System (SIM) in this school marks a shift towards a digital-based management system, where various

tools such as Microsoft Excel, Timetable, and Sijawara are used to support the administrative work of teachers and staff. The use of Excel and Timetable for lesson scheduling improves the accuracy and efficiency of teaching time management, while the use of Sijawara for teacher attendance strengthens transparency and accountability. The shift from a manual system to a digital system has proven to minimize errors and save work time. In addition, the school has optimized Google Drive as a medium for storage and online collaboration between teachers and students. Through the school's official account, teachers can create, upload, and share documents such as Lesson Plans (RPP) online. This is in line with the findings of Dewi, Hilma, et al. (2024), which state that the integration of information technology in education can improve data management efficiency while strengthening the quality of learning. Thus, the implementation of information systems in schools not only serves an administrative function but also plays a role in supporting effective learning processes.

The school's efforts to provide training and technical guidance to teachers on the use of the Curriculum Information System demonstrate a commitment to improving the digital competence of educators. Human factors are the main determinant of the success of this system's implementation, as explained by Frisdayanti (2019) that the successful implementation of information technology depends on the ability of human resources to operate it. The training provided helps teachers adapt to technological developments and encourages the application of ICT in teaching and learning activities. The implementation of SIM also reflects the values of efficiency, transparency, and accountability in school management. An integrated digital system makes educational data more accessible and useful for decision making. This is in line with the views of Nabila & Nafi'ah (2025), who state that good educational information management supports institutions in achieving their goals by providing accurate and timely data.

Overall, the implementation of the SIM Curriculum at SMP Negeri 2 Ciasem Subang shows positive progress despite some obstacles, such as differences in teachers' abilities to use technology. In

line with Fitriyadi's (n.d.) opinion, digital transformation is considered successful when technology has become part of the school's routine and culture, not just a tool. Therefore, continuous efforts are needed in teacher training and the provision of adequate technological facilities so that SIM can be fully integrated into academic and administrative activities.

The results of the study conclude that the implementation of the Curriculum Management Information System in this school has had a positive impact on the efficiency, orderliness, and quality of education management. In addition to supporting administrative activities, this system also strengthens cooperation among teachers and encourages more innovative and student-oriented learning.

Conclusions

The conclusion from the above explanation is that management information systems involve internal and external components of educational institutions to ensure effective and high-quality information flow, as well as the availability of information technology and human resources capable of operating it. Management information systems can help facilitate educational activities, particularly in the learning process between educators and students to achieve the specified educational objectives. There are opportunities and benefits associated with the application of information and communication technology (ICT) in education. ICT changes the traditional educational paradigm by removing the idea that learning time is equal to classroom time. Active and accessible at any time, ICT provides students with the materials they need. ICT allows them to interact with their teachers and groups anytime and anywhere. Teachers can take advantage of interactive systems that help them better understand student performance and needs, and help them make better assessments.

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