

Simpatika Application Implementation In Payments Professional Allowance For Madrasah Teacher At The Office Of The Ministry Of Religion, Palu City

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ARTICLE INFO

Volume: 2

KEYWORD

Implementation, SIMPATIKA,
Teacher Professional Allowance

ABSTRACT

This study aims to find out more about the implementation of the Educator and Education Personnel Management Information System (SIMPATIKA) in the payment of madrasah teacher professional allowances. Besides that, this research also provides an overview of the factors that influence the payment of teacher professional allowances related to the SIMPATIKA application. This type of research is qualitative. The subjects of this study were operators and implementing staff who were directly in charge of the SIMPATIKA application and teacher professional allowances. The data management techniques used are observation, interviews, and documentation. Based on the research results, the implementation of the SIMPATIKA application for paying teacher professional allowances at the Office of the Ministry of Religion in Palu City is very good and running according to procedures and technical instructions that have been regulated both in terms of information, resources, and bureaucratic structure. There were a number of technical problems that occurred, but these could be resolved properly through regular guidance, monitoring, and evaluation, as well as good communication to establish consistent collaboration.

1. Introduction

Implementation is the application of a program or activity that has been implemented. With today's technological developments, a government agency related to teacher services in Madrasas has developed and implemented an application, namely the Educator and Education Staff Management Information System (SIMPATIKA). SIMPATIKA is an application that has been designed to improve services for educators and education staff by making them easier to control and supervise. The Ministry of Religion develops various work programs for the benefit of Educators and Education Personnel. Develop the SIMPATIKA Application Work Program, one of which is the Professional Allowance for Madrasah Teachers.

The Decree of the Director General of Islamic Education No. 7321 of 2021 concerning technical instructions for distributing professional allowances for madrasa teachers, madrasah heads, and school supervisors at madrasas in 2022 must be based on data and documents available in the SIMPATIKA application. This implies that the distribution and payment of Madrasah teacher professional allowances are based on the latest updated data from the SIMPATIKA application. If the data is not updated and does not comply with the standards for distributing teacher professional allowances, the teacher cannot receive allowances.

¹ Iansriastuti is a Student Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Paper Title

The existence of this application is expected to help facilitate and streamline control and supervision. However, this hope in the process is still experiencing problems from both the teacher and the application system. Therefore, based on this, the purpose of this paper is (a) to find out how the SIMPATIKA application system applies to the payment of teacher professional allowances in the Islamic Education Section of the Office of the Ministry of Religion in Palu City, (b) to find out what obstacles occur in the implementation of the SIMPATIKA application related to the payment of teacher professional allowances and what solutions are made to overcome these obstacles. As is well known, the Islamic Education Section is the implementing team for disbursing teacher professional allowances at Madrasahs. It is hoped that this article can increase literacy and knowledge and can be used as a concept or strategy in the process of implementing teacher professional allowance payments.

2. Literature Review

2.1. Management Information System for Educators and Education Personnel (SIMPATIKA)

SIMPATIKA is an application belonging to the Ministry of Religion's Directorate General of Islamic Education (DITJEN PENDIS) to manage all the interests of Educators and Education Personnel (PTK), mainly to manage the Teacher Professional Allowance. Through the SIMPATIKA service, the Ministry of Religion has developed various work programs, including digitizing PTK portfolios, PTK assistance and scholarships, PTK allowances, training, quality mapping, verification and validation (Verval) of Teacher Registration Numbers, Inpassing Verification and Validation, Ministry of Religion Educator Numbers (NPK), transfers of additional assignments, Statement of Carrying Out Tasks (SKMT), and online Workload Certificate (SKBK), Ministry of Religion teacher certification selection, Registration of Teacher Competency Test (UKG), e-Allowance, Supervisory Governance, ePKB (Follow up UKG results), and other religious programs.(Faradina, 2020 :174-175)

SIMPATIKA is designed to organize data and information on a large scale, which can then be accessed by SIMPATIKA teachers and operators in Madrasahs. Educator and Education Personnel Information System (SIMPATIKA) data is updated with the latest information so that it makes it easier for the Satker (District/City Ministry of Religion) to control and analyze information as material for decision-making. Institutions of the Ministry of Religion, especially in the field of Islamic Education, have the task of carrying out technical guidance, coaching, and managing data and information for SIMPATIKA teachers and operators in Madrasahs.

Several stages of SIMPATIKA services related to teacher professional allowances, namely Recipients of professional allowances, print documents regarding the requirements for payment of professional allowances through SIMPATIKA, such as SKMT, SKBK, and SKAKPT. Of course, in issuing the document, it must meet the criteria or standards that have been determined, namely teaching workload standards (24 million), standard student ratios, and attendance standards, and then the data is verified and validated.

2.2. Teacher Professional Allowance Payment

A professional allowance is an allowance given to teachers who have educator certificates as a reward for their professionalism(UU 14 Tahun 2005). Teachers are in charge of teaching, guiding, and training students with special attention and are bound by a code of ethics and work contracts. All services provided by teachers show service, and they are entitled to receive rewards in the form of certificates, which can be realized in the form of teacher professional allowances. This is done as a reward for the services that have been rendered by a teacher.

Payment for teacher professional allowances is allocated in the state revenue and expenditure budget (APBN) and/or regional budget and expenditure budget (APBD). Thus, the professional allowance is a right that should be received by teachers who have met the teacher certification requirements, as evidenced by the educator certificate they already have. Teacher professional allowance as a form of fulfilling the teacher's right to professionalism in carrying out their duties. (Wuryanti, 2014 : 241-242)

The principles of paying professional allowances include:

1. Efficient, that is, efforts must be made to use existing funds and resources to achieve the targets set in the shortest time and can be accounted for;
2. Effective, that is, it must be in accordance with the needs that have been determined and can provide maximum benefits in accordance with the targets set;
3. Transparency, namely ensuring openness that allows the public to know and obtain information regarding the payment of professional allowances;
4. Accountable, namely, the implementation of activities can be accounted for;

5. Adequacy, namely the elaboration of programs and activities that must be carried out in a realistic and proportional manner; and benefits, namely the implementation of programs and activities that are in line with national priorities in real terms and are effective for madrasah teachers and the community;

6. Benefits, namely the payment of professional allowances, must provide benefits to increase the professionalism of teachers, principals, and school supervisors at madrasas. (Dirjen Pendis, 2022:22)

From this principle, it can be understood that the payment of the teacher's professional allowance is a work program created so that teachers can further improve their performance and professionalism. In addition, the process of paying professional allowances is carried out in a transparent manner so that irregularities do not occur and it is effective.

Payment mechanism for teacher professional allowance:

1. The payment of the teacher professional allowance is made by the Budget User Authority (KPA) in each work unit (satker) in accordance with the provisions of laws and regulations.
2. Recipients of professional allowances print a Certificate of Performing Tasks (SKMT) and its attachments, a Statement of Workload (SKBK/format S29e), and a Decision Letter on the Feasibility Analysis of Recipients of Allowances (SKAKPT) through SIMPATIKA;
3. SKMT and SKBK are issued every six months (one semester) or in accordance with the applicable educational calendar. If there is a cancellation of SKMT and SKBK, then the new SKMT and SKBK will take effect in the current month without changing the previously issued SKMT and SKBK.
4. In the case of teachers teaching at several madrasahs, the SKBK is issued based on the SKMT issued by the head of the satminkal or non-satminkal madrasah known to the school supervisor at the madrasah;
5. The madrasa head prints and signs the Monthly Teacher Attendance Recapitulation (S35) every month, which is issued from SIMPATIKA;
6. The Budget User Authority (KPA) or the Commitment Making Officer (PPK), in accordance with their authority, verifies the list of teachers who are eligible to receive professional allowances and issues a Decree on Recipients of Professional Allowances through SIMPATIKA;
7. The filing of professional allowance documents is regulated by the following provisions: a. SKMT, SKBK, Monthly Recapitulation Results of Teacher Attendance;
8. In the event that there is an underpayment of professional allowances resulting from promotions, periodic salary increases, and/or inpassing, payments can be made as long as the current year's DIPA ceiling is available;
9. If there is a change in the place of assignment or staffing status of the teacher or head of madrasa between madrasas, between types of education within one district or city according to their authority, between districts or cities, between provinces, or between ministries, whether for official purposes or regional expansion, then the professional allowance is paid by the new work unit in accordance with statutory provisions by taking into account:
10. SK stipulating the disbursement of professional allowances in the current budget year and attaching physical evidence of a workload of at least 24 hours face-to-face from the old place of work by attaching a Certificate of Termination of Payment (SKPP) of benefits in the old work unit;
11. Payment of professional allowances does not prevent teachers, madrasa heads, and school supervisors at madrasas from receiving educational (functional) allowances, functional allowance assistance, special allowance assistance, and other allowances in accordance with statutory regulations. (Mubarak, 2019:70)

3. Methodology

This research method uses a type of qualitative research, namely an approach that finds a theory from the data obtained. This research is in the Office of the Ministry of Religion in Palu City in the field of Islamic education. Data collection techniques in this study used interview and observation techniques. Interviews and observations in this study were conducted with several informants, namely managers who are directly in charge of paying teacher professional allowances and operators who hold the SIMPATIKA application.

4. Results and Discussion

Basically, the implementation of the SIMPATIKA application for the payment of teacher professional allowances at the office of the ministry of religion in Palu City, especially in the field of education, has been carried out according to existing rules and technical instructions. Periodically, always carry out the data management guidance stage for operators in Madrasahs and update the latest information regarding SIMPATIKA and teacher professional allowances. This is done so that when disbursing benefits, there are no problems that occur.

As it is known, the implementation of the SIMPATIKA application is very influential in the disbursement of teacher professional allowances. If the data in the SIMPATIKA application is not updated every month, such as attendance, it will affect the payment of professional allowances because they are considered not carrying out their duties. This is where the task of operators and managers in the Islamic Education Section is to always remind and control this. In accordance with the results of the study, with the SIMPATIKA application, the task of managing teacher professional allowances becomes easier to control, so making decisions and adopting policies at the time of payment or disbursement is also more effective and efficient.

The implementation of the SIMPATIKA application for the payment of teacher professional allowances includes aspects of communication, aspects of resources, and aspects of bureaucratic structure. Good communication is needed when implementing a program, and this communication must be clear and consistent. The resource aspect can also affect program implementation because, if it is not supported by good and complete resources, existing programs cannot run smoothly. Aspects of this resource can come from Human Resources (Apparatus) and Non-Human Resources (facilities). Then the aspect of bureaucratic structure is no less important; without a clear bureaucratic structure, the extension of information will also be confusing and cannot be accounted for. With bureaucracy, there will be a clear division of tasks in implementation.

In the process of paying the madrasa teacher professional allowance at the Office of the Ministry of Religion in Palu City, there were several technical obstacles that occurred, namely the issuance of a Decree on the Feasibility Analysis of Recipients of Allowances (SKAKPT). This was because the teachers and operators in the Madrasa did not update the teacher's attendance or absence because, according to the rules, a maximum of 3 working days without clear information can result in SKAKPT documents not being printed. Therefore, good information and cooperation are needed between SIMPATIKA operators and teachers. There are also other obstacles, such as the ratio of the number of students under 15 per teacher; this can also cause the teacher's SKAKPT and other documents not to be printed because, according to the rules, the minimum number of students is 15 people. Another obstacle is that the number of hours taught by teachers is not enough, so they have to look for additional hours at other schools.

The Office of the Ministry of Religion in Palu City, in solving these technical problems, is always conducting supervision and control. Gradually, I always hold discussions and meetings with operators in Madrasahs. Besides that, always remind SIMPATIKA teachers and operators to always update data if there is a change in both employment status and other changes. Monitoring every month. If there are obstacles, such as the ratio of the number of students not according to existing standards, monitoring and evaluation will be carried out, and data analysis will be carried out. If geographical factors and environmental conditions cause the ratio of students in the school to decrease, a Dispensation Letter will be made for the teacher to be uploaded on the application SIMPATIKA so that teachers can still print documents that will later be attached to the requirements file for payment of the teacher professional allowance.

5. Conclusion

The implementation of the Educator and Education Personnel Management Information System (SIMPATIKA) in the Payment of Madrasah Teacher Professional Allowances within the Office of the Ministry of Religion in Palu City has been going well. This can be seen from a number of things, namely communication and the delivery of information from the implementation of SIMPATIKA, which is carried out quickly and precisely. When viewed from the resource dimension, both from the facilities and teachers perspectives, there have also been many changes. The obstacles that occur can be resolved by communicating and cooperating, monitoring and evaluating, and providing motivation and guidance on a regular basis.

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