

Madrasah Digital Report Application Management in Supporting Mis Aisiyah Palu Teacher Performance

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ABSTRACT

Assessment is a systematic procedure and includes activities in the form of collection, analysis, and interpretation. Assessment is also a decision-making process based on information obtained by measuring student learning outcomes, both by using test and non-test tools. Assessment principles based on assessment management standards regulated by law include: valid, factual, neutral, integrated, permissive, inclusive and continuous, structured, efficient, educative, and responsible. Previously, the assessment of student learning outcomes was managed manually by the teacher, but as technology develops in 2021, the Ministry of Religion, through the Directorate of Islamic Education, has launched a Rapor Digital Madrasah which is available for all private and public madrasas in Indonesia. Rapor Digital Madrasah (RDM) is a refinement of the Digital Report Card Application (ARD). RDM aims to ensure the management of student learning outcomes quickly, accurately, efficiently, and effectively. RDM is an assessment of learning performance that functions as a store of value for madrasas. RDM is factual and flexible and can be used for madrasas with credit systems or packages. This research aims to determine the management of the madrasa digital report card application at MIS Aisiyah Palu and the management of the madrasa digital report card application in supporting teacher performance at MIS Aisiyah Palu. The method used in this research is qualitative research which focuses on describing the management of madrasah digital report card applications in supporting teacher performance at MIS Aisiyah Palu. The results of the study concluded that the RDM used by MIS Aisiyah Palu was the RDM version of VDI (Virtual Desktop Infrastructure). The advantage of this version of RDM is its use through individual devices by connecting to a local server using a local network. For the level of effectiveness and efficiency of the VDI RDM version, it can be said that it is enough to see the accuracy in managing grades in this RDM application which makes it easier for teachers to input grades in report cards. It's just that being able to input grades in the RDM version of VDI cannot be said to be efficient because the teachers' laptops must be close to the server computer so that they cannot be done anywhere other than at the madrasah.

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1. Introduction

Assessment is a systematic procedure and includes activities in the form of collection, analysis, and interpretation. Assessment is also a decision-making process based on information obtained by measuring student learning outcomes, both by using test and non-test tools. According to Permendikbud Number 66 of 2013, the obligation to assess student performance is to ensure: (1) planning student assessments according to the skills acquired based on the principles of assessment; (2) conducting student assessments in a professional, open, educative, effective, and cultured manner; and (3) reporting the results of student assessments objectively, responsibly, and providing information. Assessment principles based on assessment management standards regulated by law include: valid, factual, neutral, integrated, permissive, inclusive and continuous, structured, efficient, educative, and responsible. Previously, the assessment of student learning outcomes was managed manually by the teacher, but as technology develops in 2021, the Ministry of Religion, through the Directorate of Islamic Education, has launched a Digital Madrasah Report Card (RDM), which is available for all private and public madrasas in Indonesia. Madrasah Digital Report Card (RDM) is a refinement of the Digital Report Card Application (ARD). RDM aims to ensure the management of student learning outcomes quickly, accurately, efficiently, and effectively. RDM is an assessment of learning performance that functions as a store of value for madrasas. RDM is factual, flexible, and can be used for madrasas with credit systems or packages. MIS Aisyiyah, one of the private madrasas in Palu City, has been using the RDM (Rapor Digital Madrasah) application for two years. With this application, madrasah teachers feel helped, but of course, there are obstacles to its use, considering that each information system must have its advantages and disadvantages.

2. Literature Reviews

2.1 Rapor Digital Madrasah

According to Muhammad Ali Ramdhani, Director General of Islamic Education, Rapor Digital Madrasah (RDM) is a breakthrough form of optimizing learning services in madrasas. Rapor Digital Madrasah (RDM) is a Digital Report Card Application (ARD) refinement. Furthermore, according to Moh Isom, Director of Madrasah Curriculum, Facilities, Institutions, and Student Affairs, the launch of the Digital Madrasah Report Card (RDM) was an effort to maximize "e-learning madrasah" education, which was operated during the COVID-19 era. Rapor Digital Madrasah (RDM) is equipped with the latest and complete features and menus. This makes it easier for school principals and teaching staff to plan, process, evaluate, and report student learning outcomes in madrasas. Thanks to the Rapor Digital Madrasah, a graphical representation of students' cognitive, affective, and psychomotor development, as well as the results of the analysis, can be obtained accurately without requiring a long time. Educators should be able to complete appropriate continuing and enrichment learning programs, both in terms of quality and duration. The purpose of developing Rapor Digital Madrasah (RDM) is for madrasah to be more advanced in mastering madrasah technology and computer systems. With the support of an online system in the technology era 4.0, accessing madrasah system data has become easier. It is hoped that RDM will make it easier for teachers to assess student learning outcomes. Rapor Digital Madrasah (RDM) is a breakthrough developed by the Ministry of Religion's technical team to help madrasah report student learning outcomes. RDM is also intended as a storage place for student grades so that, in the future, student and alumni values can be easily accessed through this application.

2.2 Advantages of Rapor Digital Madrasah

There are several advantages to the Rapor Digital Madrasah, which are as follows: 1. Complete access is available. The level of access in this application includes supervisory access, admin access to the madrasah, including staff, district administrators, and wakamad in the field of curriculum, and access for homeroom teachers, subject teachers, and extracurricular trainers; 2. RDM is accurate and valid in providing information about student performance results, including cognitive, affective, and psychomotor aspects, along with notes and descriptions; 3. continuous assessment, where the assessment can be carried out continuously without erasing the previous value data; 4. Free of charge (free); 5. Has a backup and restore function that can make it easier to save data or retrieve data if needed; 6. Equipped with a barcode and watermark on the printed transcript; 7. Printing a summary of student scores from the beginning to the end of the semester on one page; 8. Angular JS (Software: JavaScrip framework used by developers to create single-page applications based on web pages) support makes page rendering handled in the browser so it doesn't overload the server; 9. PWA support and Workbox JS can speed up page rendering. 10. Integrated with the EMIS database (Education Management Information System); 11. Online installation (hosting) In addition.

The Rapor Digital Madrasah has been integrated into the EMIS (Educational Management Information System). In the informative systematics of the Ministry of Religion's education management, the integration of the EMIS aims to:

1. Capacity building in regulation, planning and monitoring of information flows between integrated institutions;
2. Integrate all notifications related to the management of educational activities and presentation of solid and complete data;
3. Improving the processing, retention and review of data by providing notifications in a timely and reliable manner to educational designers, administrators and persons responsible for education;
4. There is a data coordination process in storing, processing, analyzing and disseminating notifications in education management;
5. Facilitate and promote the proper use of informatics by organizations and individuals at the level for more effective planning of implementation and management of education;
6. Minimizing the flow of informatics in decision making by eliminating duplicate processes and discrepancies in loading information;
7. Connecting various available notification systems;
8. Integrate various sources of quantitative informatics into one system;
9. Improving the process of collecting, disseminating and using education management information to meet the ever-changing information needs.

3. Methodology

This research is a qualitative descriptive study with qualitative methods, where the data were obtained from teaching staff and the head of the MIS Aisyiyah Palu madrasah. Qualitative research is research that produces descriptive data in the form of text, speech, and behavior that can be observed consciously, investigatively, and under control. Therefore, this qualitative descriptive study aims to describe the process of using Rapor Digital Madrasah (RDM) to increase the effectiveness and efficiency of student value management at MIS Aisyiyah Palu. The period used in this study was from 03 June to 14 June, 2024. Data collection techniques were carried out through interviews, observation, and documentation. While the data analysis techniques in this study used data reduction, data presentation, and drawing conclusions to increase the reliability of research results and the validity of the data checked using data triangulation.

4. Results and Discussion

4.1 Management of Madrasah Digital Report Card Applications at MIS Aisyiyah Palu

The use of RDM (Rapor Digital Madrasah) at MIS Aisyiyah Palu begins in the odd semester of the 2022–2023 school year. Based on the results of an interview with Ms. Ronawati as the head of the Aisyiyah Palu madrasah, she said that based on the direction of the Ministry of Religion in a Circular Letter of the Directorate of Islamic Religious Education, Ministry of Religion, Palu City, there will be a team of educators who will go down to the madrasa to provide training on the use of RDM, which will be carried out starting in the odd number of the 2022–2023 academic year. The use of RDM at MIS Aisyiyah Palu was carried out by the madrasah head, teaching staff, and madrasah technicians. According to the Madrasah-level RDM guidelines, RDM users are divided into two accounts, namely the teacher account and the madrasah operator account. Homeroom teachers, subject teachers, and technicians have different responsibilities. Because the differences in these tasks can complement each other to facilitate the process of implementing RDM in terms of learning outcomes, In the training provided by the Teaching Team of the Ministry of Religion, Palu City, who came directly to MIS Aisyiyah Palu, it was explained that the RDM currently used is the RDM version of VDI (Virtual Desktop Infrastructure).

RDM can be used via a local server. Madrasahs must install the application on the main computer that acts as a local server. It is used by individual devices by connecting to a local server using a local network. The use of RDM with the VDI (Virtual Desktop Infrastructure) version certainly has advantages and disadvantages. According to the operator, MIS Aisyiyah Palu, one of the advantages of the VDI version is that the Rapor Digital Madrasah application can be accessed by teachers using a local server. So that on each computer or laptop, the teacher no longer needs to install the RDM application. The teacher simply opens the application using a browser, just like browsing, but does not need an internet network because it uses a local network from a local server (main computer). Installation only needs to be done on the main computer (local server). Apart from that, this VDI version is also prepared as a local data backup place for data security for those who use the hosting

version of RDM. In certain periods, backup data from the hosting version of RDM is then restored to the VDI version of RDM. So that when a problem occurs, you still have safe data.

The next advantage is that this VDI version can be used as a final data backup each semester. When the report card is completed and the school year changes, the previous semester's RDM can be saved along with all the data and grades in it. Furthermore, the drawback of this version of RDM is that it requires a local server computer, which of course must have decent specs and a decent level of resistance too. This is because the local server computer (the main computer where RDM is installed) will be the storage center for all teachers who access RDM. In order for teachers to access RDM, this local server computer must be on, and VirtualBox and RDM must also be on. When this computer is off or VirtualBox RDM is turned off, RDM cannot be accessed from the teacher's computer or laptop. The next drawback is the limited range. Generally, from the local server computer to the teachers' computers connected with a LAN cable or local WiFi. Because of this, its reach is usually very limited within the scope of one madrasah. So when the teachers are going to fill out the RDM, they have to be at the madrasah location. Even though this obstacle can be circumvented so that it has a wide range, like the hosting version, of course it requires further arrangements.

4.2 Management of Madrasah Digital Report Card Applications in Supporting Teacher Performance at MIS Aisyiyah Palu

According to Mrs. Minarti, as the homeroom teacher for grade 5, the use of RDM makes it easier to manage students' grades quickly and accurately. Another thing that is quiet for the grade 1 teacher, Ms. Fahria, according to her, in terms of time efficiency, is still lacking because we as teachers are limited by the limited range of RDM. We cannot do RDM from home. Furthermore, it is hoped that in the future, MIS Aisyiyah Palu can use a better version of RDM so that grade management makes it easier for us teachers and education staff to manage grades, and it is also hoped that later, parents can access this RDM online with the RDM version that is better to be implemented in madrasahs, especially in MIS Aisyiyah Palu.

5. Conclusion

The use of RDM (Rapor Digital Madrasah) at MIS Aisyiyah Palu begins in the odd semester of the 2022–2023 school year. In the training provided by the Teaching Team of the Ministry of Religion, Palu City, who came directly to MIS Aisyiyah Palu, it was explained that the RDM currently being used is the RDM version of VDI (Virtual Desktop Infrastructure). The advantage of this version of RDM is its use on individual devices by connecting to a local server using a local network. The VDI version is a Rapor Digital Madrasah application that can be accessed by teachers using a local server. So that on each computer or laptop, the teacher no longer needs to install the RDM application. The teacher simply opens the application using a browser, just like browsing, but does not need an internet network because it uses a local network from a local server (main computer). Installation only needs to be done on the main computer (local server). This VDI version of RDM is also prepared as a place for local data backup and data security for those who use the hosting version of RDM. In certain periods, backup data from the hosting version of RDM is then restored to the VDI version of RDM. So that when a problem occurs, you still have safe data. The drawback of the VDI version of RDM is that it requires a local server computer, which, of course, must have decent specs and a decent level of resistance too. This is because the local server computer (the main computer where RDM is installed) will be the storage center for all teachers who access RDM. In order for teachers to access RDM, this local server computer must be on, and VirtualBox and RDM must also be on. When this computer is off or VirtualBox RDM is turned off, RDM cannot be accessed from the teacher's computer or laptop. The next drawback is the limited range. Generally, from the local server computer to the teachers' computers connected with a LAN cable or local WiFi. Because of this, its reach is usually very limited within the scope of one madrasah. So when the teachers are going to fill out the RDM, they have to be at the madrasah location. Even though this obstacle can be circumvented so that it has a wide range, like the hosting version, of course it requires further arrangements. The level of effectiveness and efficiency of the RDM version of VDI, it can be said that it is enough to see the accuracy in managing grades in this RDM application, which makes it easier for teachers to input grades in report cards. It's just that being able to input grades in the RDM version of VDI cannot be said to be efficient because the teachers' laptops must be close to the server computer so that they cannot be done anywhere other than at the madrasah.

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