

Teacher's Perception of the Digital Report Card Application and its Implementation at Private Primary School for Islamic Studies

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Abstract

Since the scrolling of the Handbill of the Directorate General of Islamic Education, Ministry of Religion Affair Number: 1594/DJ.I/DT.II.I/KS.00/10/2018, date October 29, 2018 about Digital Report Card Application use, Digital Report Card Application for Primary School for Islamic Studies enforced to public and private Primary School for Islamic Studies throughout Indonesia. This research is the result of a field study, which aims to analyze teachers' perceptions about the digital report card application and its implementation at Elsusi Meldina Private Islamic Boarding School. The research data, obtained through observation, interviews, and document study, then analyzed using the Miles and Huberman analysis model. This study found that teachers' perceptions that the digital report card application are a substitute application for manual report cards that are run using a computer (laptop) and an Excel program that uses an online-based application whose purpose is to assess student learning outcomes, and facilitate teacher performance in working on student learning outcomes. The implementation of the Digital Report Card application is carried out based on Standard Operating Procedures (SOP) in accordance with the Circular of the Ministry of Religion Affair of the Indonesia Republic.

Keywords: *Teachers' Perceptions, Digital Report Card Application and Implementation*

Abstrak

Sejak bergulirnya Surat Edaran Direktorat Jenderal Pendidikan Islam Kementerian Agama Nomor: 1594/DJ.I/DT.II.I/KS.00/10/2018 tanggal 29 Oktober 2018 tentang Penggunaan Aplikasi Rapor Digital Madrasah. Aplikasi Rapor Digital Madrasah diberlakukan bagi madrasah negeri dan swasta di seluruh Indonesia. Penelitian ini merupakan hasil studi lapangan, bertujuan untuk menganalisis persepsi guru tentang aplikasi raport digital (ARD) dan implementasinya di Madrasah Ibtidaiyah Swasta Elsusi Meldina. Data penelitian, diperoleh melalui kegiatan pengamatan, wawancara, dan studi dokumen, kemudian dianalisis dengan menggunakan model analisis Miles dan Huberman. Studi ini

menemukan bahwa persepsi guru tentang aplikasi raport digital (ARD) adalah sebuah aplikasi pengganti raport manual yang dijalankan dengan menggunakan laptop dan program excel yang menggunakan aplikasi berbasis online yang tujuannya adalah untuk menilai hasil belajar siswa, serta memudahkan kinerja guru-guru dalam mengerjakan hasil belajar siswa. Implementasi Aplikasi Raport Digital (ARD) ini dilakukan berdasarkan Standar Operasional Prosedur (SOP) sesuai Surat Edaran Kementerian Agama Republik Indonesia.

Kata Kunci: Persepsi Guru, Aplikasi Raport Digital dan Implementasi

INTRODUCTION

The digital era has spreaded widely in the world of education today, so educators must be ready and able to follow that era. This is certainly a change that cannot be avoided, and of course it must be followed because it is the responsibility of an educator to prepare themselves for the implementation of the educational process that enters the digital era.

Digital learning as once of an alternative in the world of education that can provide services and learning resources that are easily and quickly accessed. Digital learning is developed towards the realization of an integrated education system that can build connectivity between components in education so that education becomes more dynamic and flexible in moving in conducting communication in order to obtain and seize opportunities that exist for educational development. Of course, all of this has to be followed by the readiness of all components of human resources in terms of thinking, orientation, behavior, attitudes and value systems that support the use of digital learning for human benefit.

The birth of a digital knowledge-based community brings a big change in everything. The teacher's role in learning the digital era requires the expertise of teachers to apply appropriate solutions to various problems and also requires the ability to adapt to environmental changes. These changes require a new orientation in education, namely education that emphasizes creativity, initiative, innovation, communication and cooperation. In the digital era, teachers are needed who are able to keep up with the times, can play various roles as carriers of change, learning consultants who have a high sense of humanity and morals, and social sensitivity, and think rationally and honestly, so that they are able to

work well in an educational environment that is conducive in learning dynamic (Wartomo, 2016)

The era of globalization is very influential on the development of information technology for schools, such as The Special of Second Public Senior High School for Islamic Studies (MAN 2 Model) Pekanbaru. MAN 2 Pekanbaru Model, is one of the State Islamic schools and a work unit from the Ministry of Religion that uses an information system, which is known as the report card value management information system. This system has been implemented for 2 years. The Problems that occur during its application are errors in input values, data formats are confused, and teachers must know the limitations of using information systems for themselves. The objectives to be achieved are to analyze the perception of the application of information system management of report cards based on each factor of usefulness, convenience, and together with the acceptance factor of information technology, as well as provide recommendations to MAN 2 Pekanbaru Model. This study uses the Technology Acceptance Model (TAM) method to determine user perceptions of the information system, which are consists of 3 variables, namely perceived usefulness (PU), perceived ease of use (PEU), and acceptance of IT (ACC). The type of data processing used is multiple linear regression, T test and F test for hypotheses. The result of multiple linear regression based on Unstandardized Coefficient is 4,330, and all hypotheses have a positive effect. So that this study can provide recommendations for MAN 2 Pekanbaru Model (Herni & Siti, 2017).

The presentation of the SDIT Nur Hasan academic report is still assisted by Microsoft Excel, but not all teachers are able to operate it, some still use the conventional method which is prone to errors, takes a lot of time and energy and is added to the provisions in calculating the value which is quite complicated because there are several input values such as test scores daily and the value of tasks whose input value is more than once and the average value is calculated. This study aims to create a desktop application for processing report cards that make it easier to process student scores including daily tests, assignments, midterm exams and final semester exams. The method used in this research is the Waterfall Model System Development Life Cycle (SDLC). This desktop-based application is built using Visual Basic.NET and MySQL database. Testing this application uses the black box method and provides statements that are filled in directly by teachers and employees of SDIT Nur Hasan. The results of the tests

carried out stated that this report card processing application made it easier to process academic data and calculate the value data obtained by students from the teaching and learning process that had been carried out and made it easier to get the information and reports needed as seen from the Interpretation Presentation of 76%. The existence of this application is expected to help and facilitate teachers and schools in managing the value of students obtained at school (A. Khoirudhin & H. Supriyono, 2017).

The Web-Based Student Value Data Processing Information System is a system that provides online student activity report information in the form of a web-based grade report and related student information, thus helping speed and quality in delivering information. Problems that occur in processing report cards at MA Al-Kanawiyah Cikukur Lebak Banten are currently still using the Digital Report Card Application and inputting student scores is still a local area. This study aims to build a value information system that makes it easier to check, record and report computerized student grade data. In addition, by being web-based, data information can be accessed at any time. This application uses XAMPP as a web server for system design and MySQL as a database. The design of the login menu consisting of homeroom teachers, admins, principals and students has separate access when opening the application so that program security is maintained. This system works to enter and store data, student assessment processes and student final grade reports so that it is easier to find out student grade information that will be submitted by the school. Research has resulted in a value processing system that helps the work of administration and homeroom teachers and can make it easier for users to process values so that value management can be processed more efficiently and effectively, so that it can be directly accessed and value information can be conveyed properly. In addition, the system interface is implemented according to the existing report card display so that the system can be used easily and produces accurate value calculations (Reni Haerani & Robiyanto, 2019).

Since the Circular Letter of the Directorate General of Islamic Education of the Ministry of Religion Number: 1594/DJ.I/DT.II.I/KS.00/10/2018 concerning the Use of Madrasah Digital Report Card Applications. This letter dated October 29, 2018 states that the Madrasah Digital Report Card Application will be applied to public and private madrasahs throughout Indonesia, starting in the odd semester of the 2018/2019 academic year.

Based on the results of initial observations made by researchers at Madrasah Ibtidaiyah Elsusi Meldina, since the 2018/2019 school year, they have conducted an assessment of learning outcomes using a digital report card application. This is also reinforced by the results of an initial interview conducted by researchers with the Head of Madrasah Ibtidaiyah Elsusi Meldina who said that since the enactment of a circular from the Ministry of Religion regarding the use of digital report cards, Madrasah Ibtidaiyah Elsusi Meldina has started to carry out assessments of learning outcomes using digital report cards applications. The implementation of the digital report card application is still experiencing obstacles both from the system and from the readiness of teachers in carrying out assessments of learning outcomes using the digital report card application, but I am also happy with the persistence of the teachers in implementing it, so even with the limitations of Elsusi Meldina's MIS in the year 2018/2019 has been able to implement the digital report card application, and at that time there were still many schools that had not implemented the digital report card application, and now in 2019/2020 all madrasahs are required to implement the digital report card application.

THEORETICAL REVIEW

Teachers' Perception

Perception is a direct response (acceptance) of something, the process of a person knowing some things through his five senses.(KBBI, 2005). Perception is the experience of objects, events or relationships obtained by inferring information and then interpreting the message. Perception is giving meaning to sensory stimuli (sensory stimuli) (Jalaluddin Rahmat, 2011).

The factors that influence a person's perception are personal factors and situational factors. David Krech and Richard S. Crutchfield in Jalaluddin's book also mention functional factors and structural factors. However, it is mentioned that another factor that influences perception is attention (Jalaluddin Rahmat, 2011).

The definition of a teacher in the Law of the Republic of Indonesia Number 14 of 2005, a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and middle education.

In the Qur'an found several words that indicate the understanding (terms) of educators including *mu'allim*, *murabbi*, *mudarris*, *mursyid*, *muzakki*, *mukhlis* (Ramayulis, 2015). An educator is a person who is knowledgeable and broad-minded, has skills, experience, has a noble personality, understands the explicit and implied, becomes an example and model for his students, always reads and researches, has reliable expertise, and becomes an advisor (Abuddin Nata, 2017).

Teachers are educators who provide a number of knowledge to students at school. Teachers are people who are experienced in their profession. With the knowledge he has, he can make students become intelligent people. (Djamarah, 2010). Teachers are educators who provide knowledge, and the experience they have is able to make students become intelligent people. Furthermore, the teacher is a person who is nurtured and imitated, both in his actions and words, even his thoughts have always been part of the culture of the people around him (Amini, 2013). The teacher is a professional educator because he has implicitly volunteered himself to accept and assume some of his educational responsibilities that have been carried on the shoulders of parents. (Zakiah Darajat, 2006). Teachers are all people who have the authority and have the responsibility to guide and nurture students (Abdul Hamid, 2017).

From the above explanation, it can be concluded that teacher perception is a process of how teachers select, organize and interpret information inputs and existing experiences and then interpret them to create a meaningful overall picture.

Implementation

The application of ideas, concepts, policies, or innovations carried out must have an impact on knowledge, skills as well as values and attitudes. Implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity (Nurdin Usman, 2002).

Implementation refers to actions to achieve the goals set in a decision. This action seeks to turn these decisions into operational patterns and seeks to achieve large or small changes as previously decided. Implementation is essentially an effort to understand what should happen after the program is implemented (Dedi Mulyadi, 2015).

Implementation according to Jones' theory in Dedi Mulyadi's book, is "Those Activities directed toward putting a program into effect" (the process of realizing a program to show results), while according to Horn and Meter: "Those actions by public and private individuals (or groups) that are achievement or objectives set forth in prior policy" (actions taken by the government). So implementation is an action taken after a policy is established. Implementation is a way for a policy to achieve its goals (Dedi Mulyadi, 2015).

Digital Report Application

According to Jogiyanto, the terms of applications is the use in a computer, instructions (instructions) or statements (statements) that are arranged so that the computer can process input into output (Hartono Jogiyanto, 1999).

The Digital Report Card application is an application that records the value of madrasah student report cards according to the madrasa curriculum. Circular of the Directorate General of Islamic Education of the Ministry of Religion Number 1594/DJ.I/DT.II.I/KS.00/10/2018 concerning the Use of Madrasah Digital Report Card Applications.

ARDM is a report card application that is operated online based on Web and Android, so that teachers can manage the assessment of learning outcomes anytime and from anywhere. In addition, ARDM can also be operated offline. This offline application can be used, until later when you can login to the ARDM service, you just need to upload it (upload). The advantage is, if there are problems with online ARDM, you can switch to Offline ARDM. (Muhammad Ali Nurdin and Abdul Halim Mustofa, 2020).

RESEARCH METHOD

This type of research is a qualitative research with a phenomenological approach. that is a research that intends to understand the phenomena of what is experienced by the research subject, for example behavior, perception, motivation, action, and others, holistically and by way of description in the form of words and language, in a special context that is natural and with using various natural methods (Lexy J. Moleong, 2014). The phenomenological approach means that the object of research is not only approached on empirical matters, but also includes phenomena that do not deviate from the subject's perceptions, thoughts, desires and beliefs about something outside the subject, there is something

transcendent in the subject. aposteriotic side. (Noeng Muhajir, 1996). Phenomology is a study that describes the meanings of a life experience. Researchers collect data on how individuals feel about certain situations they experience. The purpose of phenomology research is to transform life experiences into a meaningful description (Masganti Sitorus, 2011).

The place of this research was carried out at MIS Elsusi Meldina which is located at Jalan Captain.M. Jamil Lubis No.28 Medan. As informants in this study, there were 16 educators and education staff at MIS Elsusi Meldina. Sources of data in this study are primary data and secondary data, primary data comes from observations, interviews, secondary data comes from field notes and study documents such as books, scientific magazines, archives of official documents as well as photos and statistical data in MIS Elsusi Meldina. There are three data collection techniques, observation, interview and document study. The data analysis technique used by the researchers in this study was the Miles and Huberman model. Data analysis with data reduction and data verification. Checking the validity of the data is done by using the criteria for the validity of the data, the technique of checking the validity of the data (Miles & Huberman, 1992).

RESEARCH FINDINGS AND DISCUSSION

Based on the results of interviews, observations and documentation at Madrasah Ibtidaiyah Swasta Elsusi Meldina, which was established in 1991, having its address at Jalan Captain M. Jamil Lubis, Komplek TVRI No. 28 Medan, Medan Tembung District, Medan City, North Sumatra Province. Elsusi Meldina Private Islamic Madrasah is a community-built institution under the auspices of the National Mosque Council (BKM) Elsusi Meldina, the first principal was Mr. Yusup Nasution, BA, who served from 1991-2002, later replaced by Mr. since 2002-2005, then replaced by Mrs. Rabiah Nur, S.Pd.I from 2005-2009 and replaced by Mr. Ali Mukti Hasibuan S.Pd.I from 2009-2012 and replaced by Mrs. Zuraidah Nasution from 2012 until now. Elsusi Meldinate Private Islamic Madrasah has a standing permit consisting of a Madrasah Statistical Number Charter based on the Decree of the Medan City Ministry of Religion Number: Kd.02.15/4/PP.00.4/176/2009 Dated August 3, 2009. Elsusi Meldina Private Islamic Madrasah already has a permit and notarial deed of Decree of the Minister of Law and Human Rights of the Republic of Indonesia Number: AHU-

7775.AH.01.04. Year 2013 dated November 29, 2013. Elsusi Meldina Private Islamic School has a Certificate of Operational Permit Decree of the Head of the Office of the Ministry of Religion of Medan City Number: Kd.02.15/4/PP.03.2/503/2010 dated March 20, 2010. Last Accreditation Certificate Dd. 090580 dated November 9, 2012 with a score of B. Elsusi Meldina Private Ibtidaiyah Madrasah has been registered as a school with a national school principal number (NPSN) 60729443, and a School Statistics Number (NSS) 111212710010. And now Elsusi Meldina Private Ibtidaiyah Madrasah is managed by the Madrasah Waqf Foundation Elsusi Meldina Private Ibtidaiyah.

Based on the results of interviews and observations of teachers' perceptions about the Digital Report Card Application at Madrasah Ibtidaiyah Elsusi Meldina is an application that replaces manual report cards that is run using a laptop and an Excel program whose purpose is to assess student learning outcomes using applications and online-based, and to facilitate the performance of teachers in working on student learning outcomes. However, there are weaknesses that occur, namely the lack of socialization carried out by the Ministry of Religion in running the Digital Report Card Application to madrasahs, giving rise to dilemmas for teachers in implementing the Digital Report Report Application. In addition, some teachers lack the ability to operate computers (laptops), so that they experience problems in running the Digital Report Card Application at the end of each semester.

The results of observations, interviews and documentation show that the Implementation of the Digital Report Card Application is carried out based on Standard Operating Procedures in the form of a Circular Letter of the Ministry of Religion of the Republic of Indonesia, Directorate General of Islamic Education Number: 1594/DJ.1/DT.II.I/KS.00 /10/2018 dated October 29, 2018 Regarding the Use of the Madrasa Digital Report Card Application. The implementation carried out by the teacher in working on the Digital Report Card Application is done by logging into the Madrasah Digital Report Card Application (entering with a username and password) configuration of weights and contents of the minimum completeness criteria (KKM), daily score input, end-of-semester assessment value input, check study group members check student data monitoring teachers who fill in grades, input spiritual and social values, input extracurricular values, input student achievement, input recap of student attendance, input homeroom notes and print report cards and print class leger, as well as in the Implementation of

the Digital Reports Application this disturbance caused What often happens is that servers die, network errors, and other obstacles are the teacher's ability to run computers and the internet which is still lacking, so it is necessary to study harder in running the Digital Report Card Application.

CONCLUSION

Based on the explanation of the research findings above, four conclusions can be drawn; First, the teacher's perception of the Digital Report Card Application is that it is a substitute application from the manual report card that has been done by the teacher, into an application that uses a computer online. Second, the lack of socialization about the Digital Report Card Application to teachers has led to several obstacles in working on the Digital Report Card Application. Third, the implementation of the Digital Report Card Application is carried out based on the Standard Operating Procedure (SOP) from the Ministry of Religion of the Republic of Indonesia which requires the use of the Digital Report Card Application for all public and private madrasah throughout Indonesia. The problems faced by teachers in terms of application are network disturbances, and the lack of ability of some teachers to operate computers.

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