

## The Implementation of a Management Information System Based on Digital Madrasah Report Cards at MTS Muhammadiyah Malino

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### ABSTRACT

*This research examined the implementation of a management information system using digital madrasah report cards at MTs Muhammadiyah Malino, focusing on three main aspects: how the system was implemented, the supporting and hindering factors, and its impact. This qualitative study employed observation, documentation, and interviews with the head of the madrasah, the vice principal for curriculum, the operator, class advisers, and educators. Data analysis was conducted through data reduction, presentation, and conclusion drawing. The findings indicated that the implementation of this system was relatively successful in both planning and execution. The head of the madrasah conducted socialization sessions, and the operator received district- and provincial-level training before implementation. During execution, administrative staff assisted teachers in overcoming difficulties, and system usage was scheduled in turns to minimize server issues. Key supporting factors included the availability of computers that met the system's requirements and a stable internet connection. This study recommends that the Ministry of Religious Affairs improve the digital madrasah report card application to facilitate student and parent access. The madrasah head and operator should ensure adequate training for teachers in managing educational digitalization. Additionally, infrastructure support and human resource readiness must be strengthened to optimize the system's implementation.*

**KEYWORDS** Management Information System, Digital Madrasah Report Card



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### INTRODUCTION

Education is a key factor in national progress and individual character development. The government continuously establishes educational policies to create a high-quality generation capable of adapting to society and the nation (Aanastasia, 2023; Arsyad, 2012). According to Law No. 20 of 2003, education functions to develop abilities, character, and a dignified national civilization while enhancing the nation's intellectual life (Andini, 2024; Aji Pratiwi et al., 2020). Its goal is to shape individuals who are faithful, virtuous, knowledgeable, creative, independent, and responsible (Ambabunga et al., 2021; Amri, 2022). Education also

plays a role in improving knowledge and quality of life, requiring a well-structured system with clear objectives (Arofah & Suyatno, 2021; Arum, 2023). The Quran emphasizes the importance of knowledge in Surah At-Taubah (9:122) (Azkiya et al., 2022). This underscores the need for continuous learning and application of knowledge to improve society's standards (Budiyarto et al., 2016). The educational system must be robust and adaptable to meet the challenges of the future (Aji Pratiwi et al., 2020; Ambabunga et al., 2021).

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَآفَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ  
إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

“It is not proper for all believers to go out to war at once. Why does not a group from each community among them set out to gain a deeper understanding of religion and to warn their people when they return, so that they may guard themselves?”

Islam highly emphasizes education, as reflected in the verse above and various discussions on educational principles (Balqis Salma Ines, 2020; Efendi et al., 2023). A narration explains that due to the believers' enthusiasm for jihad, they all left when the Prophet Muhammad (PBUH) sent them, leaving him alone in Madinah (Fajari, 2016; Fajrin & Machali, 2023). The previous verse mentions the rewards for good deeds, while this verse highlights the importance of task distribution, ensuring that not all believers go to war while other responsibilities are neglected (Elhany, 2018; Helmawati, 2015). Some should stay to deepen their religious knowledge and later educate their people upon returning, helping them stay cautious and avoid wrongdoing (Usman, 2012; Handayani et al., 2022). M. Quraish Shihab explains that this verse emphasizes the need to understand and share knowledge while dividing responsibilities—some engage in armed struggle, while others remain with the Prophet to study religion (Aisidah et al., 2020; Gedang & Sumur, 2022). Upon their return, both groups can share and benefit from each other, demonstrating the significance of knowledge in human life, guiding them to distinguish between right and wrong (Sari et al., 2024; Nurdin & Musthofa, 2020). Moreover, the Qur'an elevates those with knowledge to a higher status, as stated in Surah *Al-Mujadalah* (58:11).

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا  
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

“O you who believe, when it is said to you, ‘Make room in the assemblies,’ then make room; Allah will make room for you. And when it is said, ‘Rise,’ then rise; Allah will raise those who believe among you and those who have been granted knowledge by degrees. And Allah is All-Aware of what you do.”

The prohibition of whispering in the previous verses serves as ethical guidance to foster harmonious relationships. Whispering in public can create

misunderstandings, just as maintaining proper etiquette in assemblies strengthens unity. Following such guidance brings divine blessings. If asked to give up a seat for someone more deserving or to stand for prayer or jihad, one should comply, as Allah elevates those with faith and knowledge. This highlights the importance of education, as stated in Surah *Al-Mujadalah* (58:11), where knowledge grants individuals a higher status. Learning assessment is integral to education, as outlined in Ministerial Regulation No. 66 of 2013, ensuring fair and transparent evaluations.

The Ministry of Religious Affairs launched the Digital Madrasah Report Card (RDM) in 2018 to streamline student assessment efficiently (Ibrahim et al., 2023; Jumriani, 2023). RDM, an online application, allows real-time monitoring by educators and parents, ensuring transparency and data accuracy (Inarotul Ngainiyah, 2022; Kurniawan, 2023). The system's integration at Madrasah Tsanawiyah since 2018 has simplified grading but requires teachers and operators with IT literacy (Kusuma et al., 2021; Lajnah Pentasihan Mushaf, 2019). Despite its benefits, challenges remain, including inadequate technological skills among educators (Jalaluddin As-Suyuthi, tt; L, Idrus, 2019). At MTs Muhammadiyah Malino, issues in implementing RDM hinder digitalized management, as observed during a June 3, 2024, interview with a class advisor (Kualitas et al., 2025). Given these difficulties and the lack of institutional solutions, further research is needed to explore the challenges and improve RDM implementation in the madrasah system (Menteri Pendidikan dan Kebudayaan, 2016; Suyuthi, 2020).

The implementation of Management Information Systems (MIS) in educational institutions, particularly in madrasahs, has gained traction with the advent of digital tools like the Digital Madrasah Report Card (RDM) (Mintawati et al., 2024; Muammarulloh et al., 2023). However, existing studies often focus on urban settings or well-resourced schools, leaving a gap in understanding the challenges and dynamics of RDM adoption in rural or less technologically equipped madrasahs, such as MTs Muhammadiyah Malino (Amri, 2022; Nasution, 2022). While prior research highlights the benefits of digital reporting systems, there is limited exploration of the specific barriers faced by educators with low IT literacy, infrastructure limitations, and the absence of structured training programs (Nuridin & Musthofa, 2020; Nidaul & Imam, 2023). This study addresses these gaps by examining the real-world implementation of RDM in a context where technological and human resource constraints are pronounced, offering insights into systemic and localized challenges (Rahmat et al., 2023). The study also adds value by highlighting the unique conditions at MTs Muhammadiyah Malino and proposing solutions for effective RDM implementation (Rizki, 2024; Rosyidah et al., 2023).

The urgency of this research lies in the increasing reliance on digital systems for educational management, driven by national policies like the Ministry of Religious Affairs' mandate for RDM adoption. Without equitable implementation,

disparities in educational quality and administrative efficiency may widen, particularly in underserved regions. MTs Muhammadiyah Malino exemplifies such a context, where the lack of infrastructure and training risks undermining the system's potential. This study is critical to identifying actionable solutions—such as targeted training, infrastructure upgrades, and policy adjustments—to ensure that digital transformation in madrasahs is inclusive and effective. Furthermore, the findings can inform policymakers and stakeholders about the need for tailored support to bridge the digital divide in education.

This study contributes novelty by examining RDM implementation through a qualitative, phenomenological lens, capturing the lived experiences of educators and administrators in a resource-constrained setting. Unlike previous works that emphasize technical aspects, this research highlights the human and organizational dimensions of digital adoption, such as the role of peer learning and leadership in overcoming barriers. The implications are twofold: (1) For practice, the study recommends enhancing teacher training programs, optimizing infrastructure, and fostering collaboration between madrasahs and policymakers. (2) For theory, it enriches the discourse on MIS in education by integrating Islamic educational values with modern technological demands, offering a holistic framework for future studies on digital transformation in religious-based institutions.

## RESEARCH METHOD

Research ethics in qualitative studies are principles that guide the research process, ensuring it is conducted ethically and responsibly while respecting participants' rights. Key ethical principles include informed consent (ensuring participants understand the research and voluntarily agree to participate), beneficence (maximizing benefits while minimizing harm), and justice (ensuring fair and equal treatment of all participants). This study employs a qualitative phenomenological approach to examine the implementation of the *Madrasah Digital Report Management System* (RDM) at MTs Muhammadiyah Malino, Gowa, South Sulawesi. The research relies on primary data (collected through observations and structured interviews with school staff) and secondary data (such as documents and reports related to RDM implementation). Data collection methods include observations, interviews, and documentation analysis, with the researcher serving as the primary instrument. Data analysis follows Miles and Huberman's framework: data reduction (summarizing relevant information), data presentation (organizing data systematically), and drawing conclusions (interpreting findings based on collected data). To ensure data validity, triangulation techniques (source, method, and time) are applied to verify and cross-check the consistency and reliability of findings.

## RESULT AND DISCUSSION

Based on interviews and direct observations, the study presents the following key findings:

### 1. Implementation of a Management Information System Based on the Madrasah Digital Report at MTs Muhammadiyah Malino

The Digital Madrasah Report is a digital application developed by the Ministry of Religious Affairs of the Republic of Indonesia to simplify the management and reporting of student learning outcomes in madrasahs. To implement digitalization in learning outcome reporting, the head of MTs Muhammadiyah Malino involved all educators and staff in planning the use of the Digital Madrasah Report. As stated by Mr. Arifin, the system was introduced as a mandatory policy by the Ministry and has been implemented at MTs Muhammadiyah Malino since 2021. Before its implementation, the school conducted meetings to assess readiness, including human resources and infrastructure. Teachers, including Ms. Nismawati and Ms. Astrianti, confirmed that the process began with planning meetings, followed by the adoption of the system in 2021. To ensure smooth implementation, the madrasah focused on improving the knowledge of operators and teachers through frequent training and seminars organized by the Ministry of Religious Affairs. Similarly, Mr. Ahmad Yani, the Digital Madrasah Report operator, emphasized that the school first sent operators to training sessions and then conducted internal training for teachers. Once educators and class teachers were proficient, the system was fully implemented in the first semester of the 2021/2022 academic year. In addition to preparing human resources, the school administration, represented by Ms. Jumraeni, also ensured infrastructure readiness, including computer equipment and a stable internet connection. These measures aimed to support the effective implementation of the digital learning outcome reporting system at MTs Muhammadiyah Malino.



**Figure 1 Homepage of the Digital Madrasah Report at MTs Muhammadiyah Malino**

**Data Source: Digital Madrasah Report Operator**

The implementation of the Digital Madrasah Report at MTs Muhammadiyah Malino is not only about preparing human resources and infrastructure but also requires proper planning to achieve its objectives (Rosnina et al., 2021; Rusdiana & Irfan, 2018). As explained by the head of the madrasah, the process began with sending operators to training and seminars on the Digital Madrasah Report (Sarah, 2019; Sari et al., 2024). This was followed by internal training for educators to familiarize them with the system. Once educators and class teachers were proficient, the system was implemented in the following semester. The madrasah focused on ensuring educators understood the system, from account creation to using its features for inputting students' daily, weekly, monthly, and semester grades. While the implementation has been running well, continuous evaluation is necessary to improve the system and align it with the latest digital developments (Septriani, 2017; Sirojuddin et al., 2022). The monitoring process involves overseeing educators in using the system effectively, with the head of the madrasah ensuring optimal implementation (Sugiono, 2012; Suharsini Arikunto, 2019). Regular evaluations are conducted at the end of each semester, where teachers and class advisors discuss challenges and propose solutions for improvement (Seprianto, 2022; Suban Alwan, 2023). According to interviews with madrasah staff, including class teachers and the system operator, the Digital Madrasah Report has facilitated the management and reporting of student learning outcomes. However, some challenges remain, requiring ongoing coordination with other madrasahs and relevant stakeholders. The madrasah continuously works to enhance the quality of digital reporting through collaboration with policymakers, training programs from the Ministry of Religious Affairs, and forums for madrasah operators. By strengthening partnerships and regularly evaluating the system, MTs Muhammadiyah Malino aims to ensure a more effective and efficient implementation of the Digital Madrasah Report.

## 2. Inhibiting and Supporting Factors in the Implementation of the Digital Madrasah Report Management Information System at MTs Muhammadiyah Malino

The implementation of the Digital Madrasah Report Management System at MTs Muhammadiyah Malino is influenced by both supporting and inhibiting factors. Inhibiting factors refer to challenges and limitations faced by the madrasah that hinder the system's implementation. Meanwhile, supporting factors include the resources and facilities provided by the institution to ensure smooth and effective execution.

The main challenges in implementing the Digital Madrasah Report Management System at MTs Muhammadiyah Malino include limited computer availability, server errors due to simultaneous access, and the absence of a dedicated computer lab (Tundung et al., 2018; Usman, 2012). Some teachers lack personal laptops and must borrow from colleagues, while system errors



occasionally result in missing inputted scores (Wahyuni et al., 2019; Aisidah et al., 2020). The institution has taken steps to address these issues by performing regular equipment checks, improving internet quality, and implementing staggered data entry to prevent server overload (Wijasty et al., 2019; Wijaya & Risdiansyah, 2020). Additionally, offline data entry is encouraged before uploading when the system stabilizes (Wiyani, 2018; Yamalia & Siagian, 2019). However, the absence of a computer lab remains a significant obstacle, necessitating further infrastructure improvements to optimize implementation and achieve the intended goals effectively (Yulanda, 2020).

Human resource readiness is a key factor in implementing the Digital Madrasah Report Management System at MTs Muhammadiyah Malino. While the system is managed by an operator trained at the district and provincial levels, teachers rely on self-learning without formal training. Challenges include a lack of IT proficiency among some educators and difficulties in coordinating schedules for digital report completion. Additionally, the absence of a computer lab limits accessibility. To address these issues, the madrasah provides guidance through the operator and administrative staff, encourages peer support, and remains committed to improving digital literacy and infrastructure to optimize the system's implementation.

MTs Muhammadiyah Malino supports the implementation of the Digital Madrasah Report Management System by providing laptops with adequate specifications and a stable 75 Mbps internet connection. While these facilities are sufficient, challenges such as device shortages, system errors, and the absence of a computer lab remain. The madrasah addresses these issues by loaning laptops to teachers and conducting regular equipment maintenance. Human resource readiness is also crucial, with operators receiving formal training, while teachers learn through self-practice with operator guidance. Some educators face difficulties in IT usage, requiring additional support. The lack of scheduled training for teachers and challenges in gathering them simultaneously hinder efficiency. Despite these obstacles, the madrasah remains committed to enhancing infrastructure, increasing digital literacy, and continuously improving the system to optimize student learning assessments.

### 3. Impact of Implementing the Digital Madrasah Report Management System at MTs Muhammadiyah Malino

The implementation of the Digital Madrasah Report Management System at MTs Muhammadiyah Malino has brought both positive and negative impacts. Initially, educators faced challenges transitioning from manual to digital reporting, leading to complaints and difficulties. However, after one to two semesters, they adapted, aided by prepared facilities and operator guidance. The digital report system has simplified the grading process, eliminating manual input and ensuring accuracy through digital verification. Teachers and class supervisors now find it easier to manage student grades, improving efficiency and accuracy in assessment. Additionally, the system enhances the school's

ability to monitor student performance effectively. Despite early challenges, the adoption of digital reporting has positively impacted MTs Muhammadiyah Malino by familiarizing educators with technology, streamlining the grading process, and optimizing student performance monitoring.

This study aims to present conclusions based on findings from research conducted at MTs Muhammadiyah Malino. Through direct observation and interviews with the principal, operator, and educators, the researcher collected and analyzed data. To ensure data validity, triangulation of sources, techniques, and time was applied. The research findings are summarized as follows:

1. Implementation of the Management Information System Based on Digital Report Cards at MTs Muhammadiyah Malino

This study reveals that the implementation of the digital report card system at MTs Muhammadiyah Malino has been running effectively. The process began with an initial meeting led by the head of the madrasah, followed by operator training at the district and provincial levels. The implementation is based on a directive from the Ministry of Religious Affairs, aiming to modernize and digitize student performance assessments. This system enhances the efficiency and effectiveness of educators in managing student learning outcomes. The integration of IT in education requires teachers to adapt and utilize digital tools for improved data management. The transition from manual to digital reporting aligns with the ministry's policy, ensuring that educators manage student assessments independently while receiving support from system operators when needed.

2. Inhibiting and Supporting Factors in the Implementation of the Digital Report Card Management Information System at MTs Muhammadiyah Malino

The research highlights both the inhibiting and supporting factors in implementing the Digital Report Card Management Information System at MTs Muhammadiyah Malino. While the system has been successfully adopted, challenges remain, particularly in infrastructure limitations, such as the lack of computer facilities, and some educators' limited proficiency in using technology. Additionally, there is a need for more structured training to enhance teachers' understanding of the system. Despite these obstacles, several factors support the implementation, including teachers' familiarity with technology, the availability of user guides, and training opportunities provided by the Ministry of Religious Affairs. A stable internet connection also facilitates the process. The impact of this digital system is predominantly positive, as it automates administrative tasks, enhances efficiency, improves communication between educators, students, and parents, and ensures better data management. However, challenges include the need for training, occasional technical issues, and data security risks. The successful adoption of this system relies on adequate infrastructure, human resource readiness, financial support, management commitment, security measures, and integration with other systems. Overall, the digital report card system at MTs Muhammadiyah Malino has improved the efficiency and



accuracy of student performance evaluations while requiring ongoing enhancements to address existing challenges.

## CONCLUSION

The implementation of the *Digital Report Card Management Information System* (RDM) at MTs Muhammadiyah Malino has been effective, aligning with the Ministry of Religious Affairs' regulations and enhancing the efficiency of student performance assessment. While adequate infrastructure, including stable internet and high-specification computers, supports the system, training for educators remains informal and self-taught by the operator, limiting its effectiveness. The system has both positive and negative impacts: it ensures accurate and automated grading with secure data backup but poses challenges for educators with limited technical skills and experiences slow access when used simultaneously. To optimize its use, the Ministry of Religious Affairs should update the RDM application to provide direct access for students and parents. The school administration and operators must ensure all educators are proficient in using the system, and the school should fully support necessary infrastructure and human resource development by conducting specialized training sessions. These improvements will help maximize the benefits of digital report card implementation at MTs Muhammadiyah Malino.

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