# IMPLEMENTATION OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS IN IMPROVING SCHOOL SERVICES

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## Abstract

*This study aims to analyze the implementation of the Education Management Information System (EMIS) in improving school services at SD Negeri 12 Banyuasin. This study uses a qualitative approach with a descriptive method. Data collection techniques include in-depth interviews, non-participant observation, and document analysis. Informants in this study include the school principal, teachers, the school committee, and parents of students. Data analysis techniques are conducted through the stages of data reduction, data presentation, and systematic drawing of conclusions. The study's results indicate that implementing a web-based Education Management Information System can enhance administrative efficiency, increase information transparency, and promote parent involvement in education. This system facilitates access to educational programs, extracurricular activities, and student development, thereby supporting more effective and data-driven school management. The findings also show a decrease in administrative errors, an improvement in decision-making quality, and strengthened communication between the school and the community. However, challenges such as limited human resources, inadequate technical training, and technological access gaps remain obstacles. To address these issues, it is recommended that human resource capacity be strengthened, infrastructure optimized urgently, and community outreach enhanced. Overall, the Education Management Information System is a significant innovation that enhances the quality of school services transparently and efficiently.*
*Keywords: Education Management, Information System, Services, Website*

## Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan Sistem Informasi Manajemen Pendidikan (EMIS) dalam meningkatkan layanan sekolah di SD Negeri 12 Banyuasin. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data meliputi wawancara mendalam, observasi non-partisipan, dan studi dokumentasi. Informan dalam penelitian ini meliputi kepala sekolah, guru, komite sekolah, dan orang tua siswa. Teknik analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan secara sistematis. Hasil penelitian menunjukkan bahwa penerapan SIM Pendidikan berbasis situs web mampu meningkatkan efisiensi administrasi, transparansi informasi, serta keterlibatan orang tua dalam pendidikan. Sistem ini mempermudah akses terhadap program pendidikan, kegiatan ekstrakurikuler, dan perkembangan siswa, sehingga mendukung manajemen sekolah yang lebih efektif dan berbasis data. Temuan juga menunjukkan adanya penurunan kesalahan administrasi, peningkatan kualitas pengambilan keputusan, serta penguatan komunikasi antara sekolah dan masyarakat. Meskipun demikian, kendala seperti keterbatasan sumber daya manusia, pelatihan teknis yang belum memadai, serta kesenjangan akses teknologi masih menjadi

hambatan. Untuk mengatasi hal tersebut, disarankan adanya penguatan kapasitas SDM, optimalisasi infrastruktur, dan peningkatan sosialisasi kepada masyarakat. Secara keseluruhan, SIM Pendidikan merupakan inovasi penting dalam meningkatkan mutu layanan sekolah secara transparan dan efisien.

*Kata Kunci:* Manajemen Pendidikan, Sistem Informasi, Layanan, Website

## INTRODUCTION

In the modern era, information management is an essential aspect in various sectors, including government agencies and educational institutions. (Astuti et al., 2023). Information serves as a tool that supports the improvement of educational quality by providing accurate and timely access to data. Education Management Information System (EMIS) is one of the solutions that can be used to achieve this goal.

According to Government Regulation of the Republic of Indonesia Number 11 of 2008 on Electronic Information and Transactions, state development must consider various elements, including information management. This is in line with the (Undang-Undang Republik Indonesia Nomor 25 Tahun, 2009), which states that information management is critical for every institution (Sajid et al., 2024), including educational institutions. In an increasingly dynamic society, the globalization of information requires Indonesia to establish national regulations governing the management of information and electronic transactions so that information and communication technology (ICT) can be utilized evenly by all people to improve their welfare.

However, despite the recognized benefits, many schools in Indonesia, particularly in rural areas, face challenges in implementing EMIS. These include limited technical expertise, inadequate infrastructure, and resistance to change among educators and school administrators (Zamroni, 2020). Additionally, disparities in digital literacy among parents can hinder the effectiveness of web-based school services, making it crucial to conduct training and outreach programs to maximize the benefits of EMIS (Sonia, 2020).

Common challenges in implementing EMIS include data security concerns, system maintenance, and user adaptation issues. Schools often struggle with ensuring data privacy and protection, as sensitive student and institutional information must be safeguarded from potential cyber threats. Moreover, system maintenance and updates require technical support that is not always available, particularly in resource-limited schools (Abdullah et al., 2021). Another significant issue is resistance to technological adoption, where educators and administrative staff may struggle to transition from traditional paper-based systems to digital platforms, resulting in inefficiencies in system utilization (Hidayat & Santoso, 2022). These challenges underscore the necessity for a comprehensive training program and a robust technical support system to ensure the successful implementation and sustainability of EMIS.

This study discusses the implementation of the Education Management Information System (EMIS) in improving school services at

Banyuasin 12 Public Elementary School. Compared to previous studies, this study has several key differences. First, this study highlights how Banyuasin 12 Public Elementary School implements a website-based SIM, which makes it easier for the community to access school information. This differs from Zamroni's (2020) study, which primarily examined an internal information management system without direct community involvement. This study also identifies supporting and hindering factors in EMIS implementation, with one of the main obstacles being the limited time available for administrative staff, who also have teaching responsibilities. Meanwhile, other studies, such as Astuti (Astuti et al., 2023), mainly discuss technical and policy factors without exploring operational challenges at the school level. Compared to previous studies, this study has several key differences.

Additionally, this research highlights how web-based SIM can improve communication between schools and parents, strengthen service transparency, and enhance community satisfaction with education. Previous studies have focused more on internal benefits for schools and less on social impacts. Therefore, this study offers new insights into understanding the implementation of the Education Management Information System (EMIS) at the primary school level, utilizing a web-based approach that directly engages the community.

Based on the above explanation, the objective of this study is to analyze how the implementation of the Education Management Information System (EMIS) can improve the quality of school services at SD Negeri 12 Banyuasin.

## METHOD

This study uses a qualitative approach with descriptive methods to analyze the implementation of the Education Management Information System (EMIS) in improving school services to the community at State Elementary School 12 Banyuasin. This research was conducted at SD Negeri 12 Banyuasin, Rimba Alai, Banyuasin, South Sumatra, with the research subjects comprising a wide range of stakeholders, including the principal, teachers, school committee members, and parents. This inclusive approach ensures that the study provides a comprehensive and representative view of the EMIS implementation.

Data was meticulously collected through three main techniques. First, structured interviews were conducted with a diverse group of school stakeholders, including school principals, teachers, school administrators, school operators, school committee members, and parents, to gain a comprehensive understanding of the implementation of the information system and its impact on school

services. Second, non-participatory observations were conducted by directly observing how the school manages administration and interactions with the community through a web-based information system. Third, documentation studies were conducted to review various documents related to internal policies, school reports, and data from the school website, which supported the implementation of this information system.

The data analysis technique employed in this study is based on the well-established Miles and Huberman's interactive model, which comprises three main stages: data reduction, data presentation, and conclusion. Interview data were analyzed through transcription, coding, theme grouping, and triangulation with observation and documentation data to ensure consistency of meaning. Observational data were analyzed descriptively based on field notes reflecting the actual use of EMIS in schools. In contrast, documentation data were analyzed using content analysis techniques to assess the accuracy and effectiveness of the system in supporting school administration. The three types of data were then compared and synthesized holistically, enabling the drawing of valid and representative conclusions regarding the implementation of EMIS at SD Negeri 12 Banyuasin.

To ensure data validity, this research employs source triangulation, which involves comparing the results of interviews, observations, and documents obtained to enhance the accuracy of the findings. With this methodology, the research aims to provide a comprehensive picture of how the implementation of the Education Management Information System can improve school services to the community at SD Negeri 12 Banyuasin.

## RESULTS AND DISCUSSION
### RESULTS
#### A. Implementation of the Education Management Information System at SD Negeri 12 Banyuasin

This research was conducted to observe directly how the use of the Education Management Information System (EMIS) improves school services to the community and enhances the quality of education at SD Negeri 12 Banyuasin. Based on the results of interviews with the school principal and teachers, as well as non-participant observations and document analysis, it was found that the implementation of EMIS in the school is centered on a website-based system that facilitates access to educational programs, extracurricular activities, and student's academic progress.

One teacher stated, "Before the EMIS website was used, it took us one to two days just to compile students' attendance manually. Now we only need a few clicks, and it is done in under an hour." (Interview, Teacher A).

Observations confirmed that attendance recording is now done digitally every morning and uploaded in real-time—the administrative documents, including digital attendance logs and online grade reports, further support this finding.

The system also plays a key role in managing both student and teaching staff data. According to the administrative staff, "Data errors used to happen frequently, especially during report card season. Since we switched to EMIS, the errors have dropped significantly because the system is standardized." (Interview, Administrative Staff). Document analysis shows a comparison of archived records from before and after EMIS use, indicating a decrease in correction reports and data mismatches.

Additionally, EMIS supports more effective academic planning. Data analysis from the system helps track student progress on an annual basis. One of the teachers shared, "We now use past academic data to group students for remedial or enrichment programs. That wasn't possible before unless we dug through piles of paper." (Interview, Teacher B). Observations of teacher meetings confirmed that EMIS data is now regularly referenced in planning and decision-making processes.

The principal also emphasized the system's role in decision-making: "Now we do not make decisions based on assumptions. We look at the data trends in EMIS, for example, declining performance in certain subjects or irregular attendance patterns." (Interview, Principal). This aligns with the use of performance dashboards available on the school website, which present data summaries accessible to staff.

In summary, findings from interviews, observations, and school documentation consistently indicate that the implementation of EMIS at SD Negeri 12 Banyuasin has resulted in more organized administrative processes, reduced data errors, and enhanced planning capacity. These outcomes reflect a data-driven and transparent approach to school management, supported by a system that is actively used and maintained by the school community.

To provide a more concrete picture of the impact of implementing the Education Management Information System at SD Negeri 12 Banyuasin, the following comparison highlights the changes in the school's administrative conditions before and after the implementation of EMIS. This data shows significant changes in terms of efficiency, accuracy, and accessibility of school administrative services.

**Table 1** Administrative Efficiency Before and After EMIS Implementation

| No. | Administrative Aspect | Before EMIS (Manual) | After EMIS (Digital) |
|---|---|---|---|
| 1 | Student data entry time | ± 2 days | ± 2 hours |
| 2 | Data error rate | High (20–30%) | Low (≤ 5%) |
| 3 | Parental access to information | Limited | Real-time via school website |
| 4 | Daily attendance recapitulation | Manual, slow | Automated, fast |

Based on the data in Table 1, there has been a significant increase in efficiency in school administration processes after the implementation of EMIS. Before using the digital system, the student data input process took an average of two days because it was done manually and gradually. After EMIS was implemented, the data input time was drastically reduced to around two hours, thanks to an integrated system that facilitated efficient information management.

Access to information by parents has also evolved from being limited (only through periodic reports or in-person visits to the school) to being real-time and easily accessible through the school's website. This means that parents can now track their child's progress, attendance, and other important information at any time. As a result, parental involvement in their children's education can be significantly enhanced, as they can now be more actively involved in their child's academic journey.

Lastly, attendance tracking, which was previously done manually and was time-consuming, can now be automated and completed more quickly with the help of the system. This swift and efficient process reassures all stakeholders about the reliability and effectiveness of the system, enabling more effective monitoring of student and teacher attendance, as well as faster reporting to relevant parties.

Thus, the data in this table provides concrete evidence that the implementation of EMIS at SD Negeri 12 Banyuasin not only brings technical ease but also significantly enhances the overall quality of administrative services. This improvement instills confidence in the system's overall impact and its ability to meet the needs of the school community.

## B. The Role of Information Systems in Improving School Services

The implementation of the Education Management Information System (EMIS) at SD Negeri 12 Banyuasin has had a significant impact on various aspects of school services. One of the main benefits is information transparency. With this system, the community, especially parents, can easily access information related to the learning process, school policies, and their children's academic progress. This

fosters a stronger relationship between the school and the community, as parents feel more involved and have direct access to information about their children's education. Information transparency also fosters community trust in the school, ensuring that all parties involved understand the implemented policies.

In addition to transparency, this information system also improves administrative efficiency. With the implementation of the web-based system, various administrative tasks, such as managing student data, recording attendance, recapping grades, and reporting school activities, become more systematic and efficient. Prior to this system, many administrative tasks were performed manually, which often resulted in errors in recording and delays in submitting reports. With the information system, all data can be accessed in real time, reducing human error and making it easier for principals to make informed, data-driven decisions.

Communication between the school and the community has also improved significantly with the implementation of this system. Thanks to the announcement feature and information portal available on the school's website, parents and students can access important information at any time without needing to visit the school directly. For example, announcements regarding exam schedules, extracurricular activities, and other

school agendas can be published through the system, thus facilitating coordination and avoiding misunderstandings between the school and parents. Thus, the system helps to create a more structured and connected educational environment.

Apart from enhancing administrative transparency and efficiency, the information system also plays a crucial role in monitoring student and teacher performance. Principals can easily monitor students' academic progress and teachers' performance in the learning process. Attendance data, grades, and extracurricular activity reports can be accessed on a single platform, allowing for a more systematic evaluation of teaching staff and students. With this system, schools can quickly identify students who require additional support in learning and design targeted interventions to enhance their learning outcomes. Teachers can also more easily reflect on their teaching methods and adjust more effective approaches according to students' needs.

The implementation of this information system not only has a direct impact on school operations (Nugraha & Rochimat, 2025) but also creates an educational environment that is more adaptive to technological developments (Wijaya et al., 2023). In today's digital era, integrating technology into the education system is essential to enable learning and administrative processes to run more efficiently (Brutu et al.,

2024). Therefore, the use of sound information systems will continue to provide long-term benefits for schools, students, and society as a whole.

## C. The Impact of Education SIM Implementation on School Service Quality

The implementation of the Education Management Information System (EMIS) at SD Negeri 12 Banyuasin has contributed significantly to the transformation of school service quality, not only at the operational level but also in shaping a more accountable, data-driven, and responsive educational environment. This section highlights the broader and strategic impact of EMIS implementation on the overall quality of school services.

One of the most notable impacts is the establishment of a data-driven culture in school management. The availability of real-time and longitudinal data through the SIM Pendidikan platform enables school leaders to make more accurate and targeted decisions. For example, based on academic performance reports generated by the system, schools can implement subject-specific remedial programs that directly address learning gaps. This proactive approach reflects a shift from reactive to preventive school management.

Another important impact is the strengthening of accountability and transparency in education. With parents and school committees having access to real-time data, including student attendance and achievement records, there is greater pressure on schools to maintain service standards. According to documents from school stakeholder meetings, the transparency facilitated by EMIS has increased parent satisfaction and community trust, which in turn has encouraged greater community participation and support.

In addition, the implementation of EMIS has contributed to improved public image and competitiveness of schools. As expressed by the school principal during an interview, "Since the school website was launched and parents can see what we do every day, more families are choosing to enrol their children here." This perception of openness and professionalism has positioned the school as a visionary institution aligned with the values of 21st-century education.

In terms of educational quality, EMIS supports continuous monitoring and quality assurance. The system enables tracking of teaching schedule consistency, timeliness, and student learning outcomes, which are key indicators in evaluating teacher performance and designing professional development. The ability to respond quickly to academic issues based on system alerts has improved student learning outcomes over time, as supported by internal progress reports and teacher reflections.

Overall, the implementation of the Education Management Information System at SD Negeri 12 Banyuasin marks a significant improvement in the quality of school services. The role of this system goes beyond technical efficiency to

transform the school's ability to plan, act, and evaluate based on evidence. This impact is not only immediate but also long-term, as it lays the foundation for a sustainable and accountable school management model aligned with national education quality standards.

## DISCUSSION

The implementation of the Education Management Information System (EMIS) at SD Negeri 12 Banyuasin has had a significant impact on improving the quality of school services. The following discussion outlines the implementation, role, and impact of the SIM in the school.

The implementation of the Education Management Information System (EMIS) at SD Negeri 12 Banyuasin aims to improve administrative efficiency and the quality of learning services. This objective is in line with the findings of (Firmansyah, A. ., Syahputra, A. ., Riduan, R., & Suratman, 2024), who reported that the implementation of a management information system at MTs Negeri 1 Paser improved the accuracy of personnel data and administrative efficiency, which ultimately contributed to improving the quality of educational services. These findings provide a supportive foundation for the research assumption that digital systems can simplify school management functions.

Similarly, a study by Aditya et al. (2024) emphasizes that integrated information systems can improve the quality of information management and facilitate accurate and efficient communication within educational organizations. This aligns with findings at SD Negeri 12 Banyuasin, where the EMIS platform enhanced data transparency, reduced redundancy, and facilitated real-time access for stakeholders, particularly parents and the school committee.

However, unlike the above study, which focused more on institutional outcomes or technical improvements, this study broadens the discussion by highlighting how EMIS implementation impacts **community engagement and school reputation**, especially in the context of **primary schools**. Through direct observation and interviews with stakeholders, it was found that the increased visibility and accessibility of data on the school website led to higher parent trust and participation, aspects that were previously rarely discussed in studies.

Furthermore, while Aditya et al. (2024) and Firmansyah et al. (2024) acknowledge challenges such as digital literacy gaps and staff workload, this study provides additional insights into how these challenges manifest in smaller school settings, where teachers often also act as administrative staff. Therefore, this study confirms not only previous findings but also contributes new perspectives by analyzing the social-organizational impact of EMIS and its influence on public trust perceptions and service quality in the primary education setting.

Research conducted by Aliyan and Hamid (2021) highlights how the

implementation of the Education Management Information System (EMIS) facilitates the management of education data and improves administrative efficiency. This finding aligns with the results of this study, which shows that the implementation of EMIS at SD Negeri 12 Banyuasin has improved the speed and accuracy of administrative tasks, such as student data input and attendance monitoring.

Similarly, Hidayati (2021) emphasizes the role of school websites as tools for digital transparency and communication, which aligns with the findings of this study. At SD Negeri 12 Banyuasin, the use of a web-based EMIS enables parents to access their child's academic records and school information in real-time, contributing to increased parental participation and trust.

Furthermore, while Sirojuddin et al. (2022) found that EMIS supports decision-making through accurate and real-time data, this study expands on these findings by demonstrating that EMIS not only aids internal decision-making but also enhances external communication with stakeholders, improves public perception of the school, and promotes community-based accountability. Furthermore, this study employs a qualitative triangulation approach combining interviews, observations, and document analysis, which allows for a more comprehensive understanding of the operational and socio-cultural impacts of EMIS. Compared to previous studies that often

focus on technical or functional aspects, this research provides a broader and more context-sensitive perspective, particularly highlighting the role of EMIS in strengthening school-community relations and institutional credibility in the context of primary education.

The implementation of the Education Information System at SD Negeri 12 Banyuasin has significantly improved the overall quality of school services, as reflected in increased administrative efficiency, real-time data access, and strengthened relationships between the school and the community. These findings align with a study conducted by Noer et al. (2023), which demonstrated that software-based information systems can enhance administrative efficiency and the quality of educational services. Similarly, Supriatna et al. (2024) concluded that management information systems can improve transparency, simplify administrative processes, and enhance service quality. Supriatna et al. (2024) also emphasized the role of information systems in enhancing operational efficiency and service quality in the global education context.

However, unlike previous studies that have emphasized system development or policy-level results, this study provides a school-level perspective by illustrating how EMIS is implemented in daily practice. Research at SD Negeri 12 Banyuasin, based on interviews, observations, and document analysis, revealed concrete evidence of improved

efficiency. For example, the student data input process, which previously took two days, was reduced to approximately two hours after the implementation of EMIS. The error rate in administrative records also decreased significantly, and parents gained real-time access to their children's academic progress through the school website.

In addition, the study adds nuance by highlighting how EMIS affects relational aspects of school management, such as building trust with parents and increasing stakeholder engagement.

Based on findings obtained through interviews, observations, and document analysis, it can be concluded that the implementation of the Education Management Information System (EMIS) at SD Negeri 12 Banyuasin has made a significant contribution to improving the quality of school services. The use of a website-based EMIS has increased administrative efficiency, reduced data errors, and accelerated processes such as student data entry and daily attendance reporting.

This system also enhances information transparency, as parents now have real-time access to their children's academic progress, extracurricular activities, and school policies. This strengthens the relationship between the school and the community, encouraging greater parental involvement in their children's education.

These community-oriented impacts are reflected in stakeholder interviews and school documents, which demonstrate increased parent involvement and a more positive school image. These dimensions are often overlooked in previous studies, making this research a valuable contribution that complements existing findings with deeper insights into the contextual and socio-organizational outcomes of EMIS implementation in primary schools.

## CONCLUSIONS

In addition, EMIS supports data-driven decision-making and facilitates more systematic monitoring and evaluation of student and teacher performance. This enables more targeted academic interventions and continuous improvement in teaching practices. The integration of EMIS also enhances the image of schools by promoting accountability and building trust among stakeholders.

However, the study also identified several challenges, including limited human resources, inadequate technical training for staff, and unequal access to technology among parents. To address these issues, the study recommends capacity building, infrastructure improvements, and increased community engagement.

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