Report Management and Archiving System

Student Learning Outcomes

Noor Anisa Nilam[1] iD , **Tin Rustini[2]** iD

ABSTRACT

This research aims to describe and analyze the management of the e-report based learning outcomes assessment program at SMPN 2 Kepung. Data collection uses interview, observation and documentation techniques. Data analysis uses a qualitative descriptive model. Validity checking is carried out using credibility, transferability, dependability and confirmability tests. The results of this research indicate that the planning of e-report program activities is as follows. The e-report program is an innovation in service support from DAPODIK. The aim of this plan is to maintain accountability for assessments, simplify the teacher's task of preparing learning outcomes reports (LHB), make it easier to archive grade data, and avoid mistakes in writing report cards. Implementation of activities in the e-report program, especially inputting grades, is carried out by all teachers and the ICT team as e-report admins. When teachers experience difficulties in entering grade data, and it is carried out in accordance with the guidelines from DAPODIK to maintain assessment accountability and simplify the task of teachers or schools in preparing LHB (Learning Results Reports), the evaluation of the e-report program is carried out by the Principal and the ICT team by utilizing the homeroom teacher to evaluate the grades that have been included in the e-report. The activities that have been carried out by SMPN 2 Kepung are expected to be able to create a school that is technologically insightful and able to become an example for other schools, especially in the Kediri area.
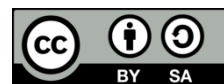
Correspondence:
Noor Anisa Nilam
Universitas Pendidikan Indonesia
Email: nuranisanilamcahya23@gmail.com

1. Introduction.

Technological developments in the era of globalization can provide various conveniences for human life. But man is never satisfied with what he has. So that technology that is currently considered to have made it easier, further development is still needed to meet human needs. Its development is not only welcomed and enjoyed by the business community and the government, but also begins to penetrate the

world of education because the availability of integrated information is increasingly important in supporting efforts to create a competitive next generation of the nation.

According to the Regulation of the Minister of Education and Culture Number 21 2022 Article 1 paragraph 1 states that the Educational Assessment Standards are the minimum criteria regarding the mechanism for assessing student learning outcomes. In the SNP Assessment Standards, there are several indicators that must be met by educational institutions. These indicators are benchmarks used to measure the quality and effectiveness of learning. By meeting the SNP Assessment Standards, it is hoped that the optimal use of Information Technology in the SNP Assessment Standards will be utilized. Information and communication technology standards are developing so rapidly and holding a stratregical role, characterized by the great role of information and communication technology influence in various aspects of human life (Kusaeri, 2012). The assessment of learning outcomes begins with planning the assessment, compiling instruments, carrying out the assessment, processing and utilizing, and reporting the assessment results. In addition, e-report cards are prepared so that the final grades obtained by students can be demanded so that the final grades reported can really be accounted for.

The Management Information System (SIM) is a comprehensive and coordinated information subsystem, so that it is able to transform data into information that can increase efficiency, effectiveness, and productivity. The purpose is to present information for decision-making on the planning, initiation, organization, control of the operation activities of a company's subsystem and present organizational synergy in the process, Murdick and Ross (Fatta, 2007). According to Azhar, S. (2003), SIM

It is a collection of subsystems that are interconnected with each other and work together harmoniously to achieve one goal, which is to process data into information needed by management in the decision-making process when carrying out its functions. According to Paryati and Murya (2008), a management information system is defined as a computer-based system that provides information to users to support operations and decision-making in an organization.

Based on the opinions of several experts, it can be achieved at the same time with the implementation of e-report cards created to reduce the burden on teachers so that the Independent Curriculum can be implemented properly. Hamdani (2011), said that Assessment or evaluation is an activity that intends to determine learning values (good-not, successful-not, adequate-not), learning which includes learning outcomes, learning processes, and those involved in learning. Sudjana (2011), said that assessment is the process of giving or determining grades to certain objects based on certain criteria, while Hamdani (2011), said that learning outcomes (report cards) in the first semester can be done through formative tests such as daily tests, and are equipped with other tasks. Meanwhile, the summative test has a mid-semester summative (STS) and a end-of-semester summative (SAS) equipped with other tasks, such as homework (PR), projects, observations, and products into one, namely the Pancasila Student Strengthening Project which includes the collaboration of all subjects. The results of the processing and analysis of the scores are used to fill in the report card scores for the first and second semesters.

The online report card information system has 4 (four) users/actors. The four users/actors are administrators, teachers, students and homeroom teachers. In its development, one more actor was added, namely the guardian of the student, each of whom has the needs and limitations of the user/actor based on the system interface screen, and a description of functions and limitations. (Mustajib; Agus Zaenul Fitri, 2023). The process of assessing student learning outcomes, both by educators and by educational units, will be more systematic, comprehensive, more accurate, and faster

if supported with a computer application device. In this regard, the e-report card is prepared so that the data contained in the assessment processing in the education unit is the same as the data that has been sent to Dapodik so that the education unit does not need to work twice for data input and the final score obtained can be directly synchronized with the score data in Dapodik. The reality that exists now is that there are many applications to compile competency achievement reports but cannot be synchronized with Dapodik so that education units have to re-input their score data into Dapodik. The e-report program is a web-based software to compile student reports by the education unit level. The e-report card application is an application for processing that has been carried out by educators so that the final score and description are formed automatically according to the student's acquisition in each assessed Learning Outcome, after the homeroom teacher inputs extracurricular scores, attendance, attitude descriptions, and homeroom notes, the e-report card will compile it into a student report. The purpose of using the e-report card is to improve

the quality of education so that it is no less competitive with schools in big cities in Indonesia in particular and abroad in general. Based on this background, this study aims to describe and analyze the management of the e-report card-based learning outcome assessment program at SMPN 2 Kepung.

2. Method.

The method used in this study is a qualitative approach with a case study method. Qualitative research is research that aims to understand what phenomena are experienced by research subjects such as behavior, perception, motivation, action and so on. Holistically using descriptions in the form of words and language, in a special natural context and by utilizing various natural ways (Moleong, 2017: 6).

Descriptive qualitative research is research to obtain data in the form of words and pictures. The qualitative research approach is an approach that does not use the basis of statistical work, but is based on qualitative evidence. There are also those who argue that the qualitative approach is based on the reality of the field and what the respondents experience is finally found as a theoretical reference (Rahmat & Pupu, 2011: 2).

Data analysis is a systematic process in processing data obtained from various sources, such as interviews, field notes, and documentation. This process includes organizing data into categories, elaborating data into units of analysis, synthesizing to find patterns and relationships, sorting out relevant and important data to study, and making final conclusions that can be easily understood by researchers and readers (Nasution, 1996:270).

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Siege. Data collection uses interview, observation, and documentation techniques. Data analysis uses a qualitative descriptive model. Validity checks are carried out by credibility, transferability, dependability, and confirmability tests

3. Results and Discussion.
3.1. *E-report card-based end-of-semester planning.*

Planning is a very important element and is a function of management analysis, because organizing, actuating and controlling must be planned first. The definition of planning is the activity of selecting and connecting reality and making assumptions about the future in terms of defining and organizing proposed activities that are considered necessary to achieve the desired results (Siagan Sondang, 2012: 36).

Planning is the most important process of one of the management functions. Without planning, other management functions will not be able to run. Based on the exposure of data and research findings, it can be seen that the planning of the E-report Card-Based Final Semester Assessment at SMPN 2 Kepung is as follows: Planning activities for the e-report program without using a special approach, according to the principal of the program that is currently being implemented is directly appointed by DAPODIK to implement the e-report program. E-report card planning is one of the programs that has been initiated by the minister of education and has been started since a year ago. The e-report card is indeed expected to be a reference for teachers to document the results of the assessment. This is in accordance with Basri, et al. (2017), saying that a system is a set of interrelated elements that collectively work together to achieve a goal. The existence of a system is due to the input that is received, then the processing is carried out, and the response (output) is produced. So this e-report card is indeed a link with other ministries, namely DAPODIK.

This is in line with researcher Al-Mamary, et al. (2014), that management information systems are one of the most important achievements in the field of job administration, which aims to provide reliable, accurate, relevant and complete information to managers to improve organizational performance in organizations. The purpose of this planning is to maintain accountability for assessments, use for DAPODIK, facilitate the task of teachers or schools in preparing learning outcome reports (LHB), facilitate the archiving of grade data, the benefits can be avoided by making mistakes in writing report cards because when there is a mistake it can be predicted immediately, and integrated with DAPODIK there is no duplicate data, and also when the data is locked it cannot be changed anymore.

According to Sutabri (2012), basically a system is a group of elements that are closely related to each other, which function together to achieve certain goals. Accountability of the values in the e-report

card is more maintained because the values in the e-report card are connected to DAPODIK within a certain period of time, cannot be revised.

3.2. *Implementation of E-report Card Based End of Semester*

After the planning stage is completed, the implementation stage will be carried out or it can be called actuating. Implementation activities must be carried out as well as possible because the plan that has been prepared will have value if implemented properly. This will also have an impact on the activities of the learning outcome assessment program because it brings a good image of a school that develops in the modern era in using or utilizing this information technology management.

The actuating function is an effort to create a climate of cooperation among the program implementing staff so that organizational goals can be achieved effectively and efficiently (Ibnu Syamsi, 1998: 96). The driving function is inseparable from other management functions. The functions of mobilization and implementation in other terms are motivating (arousing motivation), directing (giving direction), influencing (influencing), and commanding (giving command or command) (Siagan Sondang, 2012: 36).

Based on the findings of the research regarding the implementation of the e-report program, it can be found that: The implementation of e-report cards is carried out by all subject teachers and special teams such as the ICT team become the e-report card admin when teachers have difficulty entering data on attitude scores, extracurricular scores assisted by the ICT team. Sukarna (2011), argues that implementation is an effort to awaken and encourage all organizational resources to move or work in accordance with the planning and efforts of the organization from the leadership to achieve a goal. First, the Principal socializes, then the second step is trained to all parents, after that it is carried out, then evaluated, for example, whether there are obstacles or difficulties in using the report card in making an e-report card in the last semester. Later, teachers Revealing the obstacle, the school will provide accommodation in that obstacle may provide training, personal assistance.

The implementation of the e-report card program in the process of entering grades, teachers must enter their own scores. Operators or e-report card admins and there are also several levels, namely administrators, homeroom teachers, subject teachers, and BK. In the teachers of this subject, there is also an extra coaching role, for example, assessing the presence of students who can fill out the BK so the homeroom teacher only needs to verify, the teacher is in an assessment position, and the e-report card printing department is the homeroom teacher. This is in accordance with the opinion of Paryati (2008) who defines a management information system as a computer-based system that provides information to users to support operations and decision-making in an organization.

3.3. *E-report card-based end-of-semester evaluation*

In an educational institution or organization, at the end of each implementation of activities, there will definitely be an evaluation stage or it can be called supervision (controlling). Supervision is defined as an effort to determine what is being carried out by assessing the results or achievements achieved and if there is a deviation from the predetermined standard, then an improvement effort is immediately carried out, so that all the results or achievements achieved are in accordance with the plan (Soewarno Handayaninrat, 2007: 26). Evaluation of the e-report card-based end-of-semester assessment assessment program at SMPN 2 Sieges were carried out by the Principal, Waka Curriculum, and the ICT team (E-report Card Admin).

Based on the findings of the research regarding the evaluation of the e-report program at SMPN 2 Kepung, it can be known as follows: the supervision process carried out by the principal. At the planning and implementation stage, the program is in accordance with procedures. The principal controls through online media in the form of Whatsapp Groups or directly controls what obstacles are faced by teachers. The principal also always reminds if there are some things that are not true. Evaluation objectives to minimize difficulties if for example not evaluated, it will make it difficult for teachers to work and to find many problems in the field and then find solutions immediately. This is in accordance with the opinion of Paryati (2008), she said that the general purpose that is usually used in the formation of a management information system is to provide information that is used in planning, controlling, evaluating, and continuous improvement.

Evaluation in management has an important role in both internal and external supervision. Through evaluation activities, it is hoped that it can be immediately known if there are irregularities in the implementation of activities that are not in accordance with the predetermined plan. In addition, through evaluation, an activity is created that is closely related to the determination or evaluation of the extent of the implementation of the activities that have been carried out. Evaluation can also detect the extent to which leadership policies are implemented and to what extent deviations occur in the implementation of these activities.

4. Conclusion

Based on the results and discussions, it can be concluded that the implementation of the e-report card-based end-of-semester assessment program in education units will provide several benefits, namely first, making it easier for students and parents to get announcements and things related to school through internet media. So indirectly parents can also monitor directly. Second, it makes it easier for students and parents to know the development of the "Report Card" scores obtained by students during school through internet media. Third, make it easier for teachers to input report card scores and student data. Fourth, as a backup of data in case of problems in the future.

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