

Teacher Management Implementation Using Simpatika in Creating Accuracy of Data Services

Muhammad Ali Usman¹, Saipul Annur², Mardeli³, Irshad⁴, Devi Wulandari⁵

¹ Universitas Islam Negeri Raden Fatah, Palembang, Indonesia; aliu9969@gmail.com

² Universitas Islam Negeri Raden Fatah, Palembang, Indonesia; saipulannur_uin@radenfatah.ac.id

³ Universitas Islam Negeri Raden Fatah, Palembang, Indonesia; mardeli_uinradenfatah.ac.id

⁴ Universitas Islam Negeri Raden Fatah, Palembang, Indonesia; irsyad2907@gmail.com

⁵ Pesantren Sabilul Hasanah, Banyuasin, Indonesia; 20913039@alumni.uui.ac.id

ARTICLE INFO

Keywords:

Teacher;
Management;
Simpatika

Article history:

Received 2023-01-03

Revised 2023-04-02

Accepted 2023-08-14

ABSTRACT

This study aimed to analyze the implementation of the SIMPATIKA application in creating accuracy of data services at the Ministry of Religion, Banyuasin Regency. This research is descriptive research with a qualitative approach. The data were collected through interviews, observation, and documentation. At the same time, the data analysis used was the Male and Humberman data analysis model. The results of this study found that: (1) The application of the SIMPATIKA application to the madrasah in Banyuasin District under the auspices of the Ministry of Religion has been well implemented, which is directed/controlled directly by the head of the madrasah whose input is assisted by the madrasa operator. (2) The role of the SIMPATIKA application is essential for data processing, school administration management, e-rapport and so on for the accuracy of data services related to educators and madrasah education staff in Banyuasin District.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Muhammad Ali Usman

Universitas Islam Negeri Raden Fatah, Palembang, Indonesia; aliu9969@gmail.com

1. INTRODUCTION

The implementation of public services in the government/ministry has been conventional. Services are carried out through direct contact between public service providers and the community, which the services provided are identical using a very long queue method, so it is not uncommon to cause cases of maladministration. This results in losses for service delivery institutions and losses for the community on the one hand. Various conventional public service problems demand a transformation of the government bureaucracy. The bureaucratic transformation from the traditional government, which is synonymous with paper-based administration, is starting to be abandoned, changing to *electronic* government. The e-Government increasingly has an important role for government in the service process and decision-making (Sahati, 2016). The use of management information systems is a solution in providing better servants and making the right decisions.

The management information system is an unavoidable need in an organization to create effectiveness and efficiency of work. According to O'Brien (in Ramdhadi, 2014: 95), management

information systems are an organized combination of people, hardware, software, communication networks, and data resources that collect, modify, and disseminate information within the organization. Davis (in Rochaety, 2006), defines management information systems namely a system that is integrated between machines and humans to provide information in such a way as to support the course of operations, as well as the course of management and decision-making functions within an organization. The characteristics of the management information system in question are as follows: a) system components, b) system boundaries, c) environment outside the system, d) *interface*, e) system input, f) system output, g) processing system, h) target system (Sutabri, 2005). So it can be concluded that a management information system is a combination of elements that are interconnected and interact together in a certain network to achieve one or more of the ultimate goals of a system.

Technological developments encourage organizational administrative management to evolve from traditional systems to information technology-based systems transformation. Education is one sector that takes advantage of the development and sophistication of information technology (Sutabri, 2005). In the current technological era, educational institutions have the obligation to develop management information systems. The utilization of information technology in educational institutions is to improve the quality of educational institution services. The variety of needs in implementing and managing organizations is also faced by educational institutions. The need for the provision of access to data and information obtained from the process of collecting, recording, processing, duplicating, storing and sending until the information is received by the decision maker. The decision to become a solution requires a concrete and complete understanding of the problem and knowledge of alternative solutions to the problem. The accuracy of the information will affect the right decision-making (Siagian, 2006).

The use of information systems/*software* by humans in all fields prove that human-like to be spoiled by various convenience results from information systems. As the goal of the information system is to facilitate human work (Rosyidah & Henderi, 2018). In the educational process, teachers and educational staff play a strategic role, especially to shape the nation's character through the development personality and values of school-age children (Yulaekah et, 2023).

To provide convenience in providing services, the Directorate General of Islamic Education (Ditjen Pendis) of the Ministry of Religion has developed a technology-based information system known as SIMPATIKA. SIMPATIKA is an application that is used to manage all Teachers and Education Personnel. One of the policies of SIMPATIKA refers to the teacher professional allowance (Faizah et al., 2020). SIMPATIKA is an application for managing teacher professional allowances owned by the Ministry of Religion. The SIMPATIKA application is the result of the development of the "*Padamu Negeri*" application which was previously used.

As the result of the design and development of a management information system by the Directorate General of Islamic Religious Institutions in the field of improving Madrasah Education services, the Religion Ministry of Banyuasin Districts adopted an Information System for Teachers and Education Personnel (Mubarak, Abdul, & Warjio, 2020: 110). The adoption of the SIMPATIKA application at the Religion Ministry of Banyuasin Districts is expected to be in accordance with the Decree of the Inspector General of Islamic Education 7214 of 2017 concerning technical instructions for payment of madrasa teacher professional allowances, namely to serve as a provider of data and information needed in policy formulation, budget preparation, decision making, service planning implementation of education and development of education in the future.

In their research, Rosyidah et al. (2018) focused on usability evaluation in the SIMPATIKA application, Directorate General of Islamic Education, Ministry of Religion. The result is that the use of usability provided in the SIMPATIKA application has a proportion of 71.54%. In other words, using the SIMPATIKA application can be said to be easy and efficient. However, there are some variables that still have a percentage below 70.00 %. Increasing usability of SIMPATIKA requires additional features error detector, signature substitution, dialog box update notifications, additional navigation

hint dialog boxes, and disabled menus that have not been time to access. Therefore, the use of SIMPATIKA must be carried out with the aim of enhancing the performance of teachers and staff.

Through the information system service for teachers and staff based on the SIMPATIKA application, the Ministry of Religion has developed various work programs for the benefit of the Ministry of Religion's Educator and Education Personnel, including: Digitalization of Educator and Education Personnel Portfolio, Allowances of Educator and Education Personnel, Certification of Educator and Education Personnel, VerVal Inpassing, Training of Educator and Education Personnel, Educator and Education Personnel Assistance/Scholarships, Educator and Education Personnel Quality Mapping, e- allowance, Supervisory Governance, Ministry of Religion Teacher Certification Selection, VerVal Teacher Registration Number, Inpassing VerVal, Ministry of Religion Educator Number, Transfer of Additional Tasks, Certificate of Performing Assignments & Certificate of Online Workload, Selection of Ministry of Religion Teacher Certification, Registration of Teacher Competency Test, e-Benefits, Supervisory Governance, e-Continuous professional development (follow-up on Registration of Teacher Competency Test results), and various other programs. The process of data transactions on the SIMPATIKA Service will involve stages starting from Central Ministry of Religion Work Units, Provincial Ministry of Religion Offices, District/City Ministry of Religion Office, Leaders of Madrasah Aliyah, Madrasah Tsanawiyah, Madrasah Ibtidaiyah, Raudhatul Athfal (kindergarten level), and Educator and Education Personnel individuals in an integrated manner. Educator and Education Personnel Information System data is updated with the latest information, making it easier for the Satker (District/City Ministry of Religion) to control and analyze the information as material for decision-making.

The complexity that occurs in the division of education and madrasas at the Religion Ministry of Banyuwangi Districts is that operators receive duties and responsibilities to supervise dozens of schools, which means that there are hundreds of teachers and staff to serve as well as main tasks and supporting tasks to be carried out in the office. This is where management and human resources are needed to increase employee work productivity. If management and human resources can be done well, then the employee's ability to carry out their duties and responsibilities will also be good so as not to harm the various parties involved. As for teachers and staff, in inputting data that has been done in the SIMPATIKA application. Teachers are also still collecting files offline, which are submitted to the madrasa administration and then collected at the office of the Ministry of Religion in Banyuwangi Regency. The results of interviews with several teachers from various private madrasas in Banyuwangi Regency can be concluded that teachers still did not really understand the use of SIMPATIKA. The teachers rely on school operators, so the teachers do not really care about the use of the SIMPATIKA application.

So based on the results of previous research observations and random interviews, the researchers found several phenomena in the implementation of SIMPATIKA, namely the following: 1) there was no specific budget allocated to introduce/socializing the SIMPATIKA program to madrasa teachers within the Religion Ministry of Banyuwangi Districts. 2) Delays in the SIMPATIKA program application system update process, resulting in delays in various service processes related to educators and madrasa education staff. This research specifically discusses: 1) policies and mechanisms for the SIMPATIKA-based management information system for educators and education staff, 2) implementation of the SIMPATIKA-based management information system for educators and education staff in creating accurate data services, and 3) supporting and inhibiting factors for the implementation of the information system management of SIMPATIKA-based educators and educational staff in creating accurate data services at the Ministry of Religion of Banyuwangi Districts.

Previous research was conducted by Rosyidah et al. (2018) with the title "Usability Evaluation in Sympathetic Applications, Directorate General of Islamic Education, Ministry of Religion". This research aims to find out how easily the SIMPATIKA application can be used by users. The indicators used as a research reference are learnability, efficiency, memorability, errors and satisfaction. While

this study aims to analyze the policies, mechanisms, implementation of the SIMPATIKA application, and the supporting and inhibiting factors for the implementation of the SIMPATIKA application.

2. METHODS

This study used a qualitative research approach. This type of research used descriptive research. Sources of data or informants in this study are all characteristics related to the implementation of the SIMPATIKA application-based management information system for teachers and staff in creating accurate data services. The research sample consisted of 9 people consisting of 3 madrasa heads, 3 teachers, and 3 madrasa operators. The sample selection technique used purposive sampling (purposive sampling). The researcher determines the criteria regarding which respondents can be selected as samples.

To get the data required a data collection technique. The data in this study were collected through observation techniques, interview techniques, and documentation techniques. The observation technique is a technique used to confirm the results of interviews that have been conducted with previous respondents. In the observation technique, the researcher is actively and directly involved in the entire scene or event being mandated. Researchers made observations to obtain information/data regarding the application of the SIMPATIKA application. Interview techniques are used to get a picture of the respondents' perceptions or opinions of research objects according to reality. In this interview technique, the researcher conducted face-to-face questions and answers to the madrasa head, teachers, and madrasa operators. Through this interview, researchers will find out more about the policies, mechanisms, implementation of the SIMPATIKA application, and the supporting and inhibiting factors for implementing the SIMPATIKA application. While the documentation technique is a complement to the use of observation and interview methods. Documentation techniques aim to strengthen understanding of policies, mechanisms, implementation of the SIMPATIKA application, and supporting and inhibiting factors for the implementation of the SIMPATIKA application. The three data were used to ensure that the information obtained is diverse or varied so that the data collected can complement each other.

The procedure in this research is broadly divided into three parts, namely; 1) Preparatory/pre-field stages, 2) Fieldwork stages, and 3) Data analysis stages. The steps of data analysis in this study are as follows: *First*, data collection is carried out to obtain complete information to answer problems, find something that is used to achieve goals and answer the problem formulation. *Second*, data reduction is carried out, namely the selection, simplification, concentration, and data transformation of the data generated or obtained from the field. *Third*, data presentation is carried out by presenting the results of the research in a textual and narrative nature which is expected to make it easier to understand what happened and plan further work according to what has been understood. *Fourth*, conclusions/verifications are carried out by taking into account the results of observations or interviews that have been conducted. The documentation that is owned is the initial data that is not ready to be used for analysis after the data has been reduced and presented. The process of guaranteeing data trust is carried out through credibility, transferability, reliability and confirmation activities (Taufan B, 2016).

3. FINDINGS AND DISCUSSION

3.1. Policy and Mechanism of SIMPATIKA Application

3.1.1 Application Policy of SIMPATIKA

The utilization of e-government development aims to develop internet and internet-based technology that is useful for increasing access in order to provide transparent, accountable, efficient and effective services to the community (Adriwati, 2001). With this development, the government is developing programs through the online system in various sectors, both for the government itself, the private sector and the general public. Implementation of the policy after the availability of facilities and

infrastructure that support the implementation of the policy will eventually have an impact certain in the implementation policy. Success implementation of a public policy can be measured from the process of achieving the final result (outcomes), namely whether or not the goals to be achieved are achieved. Grindle (2017) states that the implementation of these policies can be seen from two things, namely: first, from the process, by questioning whether the implementation of the policy is in accordance with the specified (design) with reference to the policy action. The second is whether the policy objectives are achieved (Agustino, 2008). The implementation of performance appraisal of teachers and staff is implemented with a technology-based teacher and staff performance appraisal policy called SIMPATIKA, which is an online system for measuring the monthly performance of teachers and staff which can be used as a basis for determining monthly performance allowances.

Education is an important element in the development of a country, especially cities. In this case, teachers and madrasa staff in the Ministry of Religion of Banyuasin Regency, it is very important that the level of performance of teachers and staff is controlled. The good performance of teachers and madrasa staff will be able to make madrasas able to compete with public schools under the Ministry of Education. Therefore, the performance evaluation of teachers and staff is of great concern, especially in the Ministry of Religion of Banyuasin Districts. This assessment of the performance of teachers and educational staff is the wrong one source to determine the level of success of an organization.

The use of the SIMPATIKA application will make it easier for teachers and staff to know what they have to do in accordance with the duties of their position, and make it easier for them to input data or their annual activities broken down into monthly and daily activities. This SIMPATIKA application will be seen by superior heads of their respective madrasas as well as the Religion Ministry of Banyuasin Districts. Supervision by superiors is carried out once a month, so that educators and education staff, especially educators, receive a certification allowance every month. The use of the SIMPATIKA application is a realization of Government Regulation no. 46 of 2011 concerning Certification Assessment, and Law no. 5 2014 concerning Madrasah Teachers and Education Personnel then in the Ministry of Religion must be able to manage teachers and staff properly, one of the management of teachers and staff is by implementing a merit system, where one of the merit systems is performance.

According to Grindle (2017), policy content and environment determine theory. Grindle said the policy affects interests. Policy substantially impacts interests. This SIMPATIKA Application is an organisational interest that makes an organisation good at teacher and staff performance. Because every organisation will have remuneration, an organisation will be better if its teachers and staff perform well, have high abilities, and are competent.

To advance madrasa, the Ministry of Religion created an online-based system in order to make it easier for teachers and staff to find out the duties of their respective positions and reduce them to monthly and daily activities. Thus, the teachers and educational staff will carry out a task according to their position every day. Prior to the existence of the SIMPATIKA application, they did not know what the tasks were according to their position, so no performance was produced every day. Poor performance of educators and education staff will affect the level of organizational performance, bad or good. The SIMPATIKA application will also make it easier for superiors at each madrasah and the Religion Ministry of Banyuasin Districts to monitor teachers and staff. If all of this goes according to procedure, teachers and staff will get their performance allowance, because they have reported their work activities every month. So that every day there is a result of work conducted by the teachers and madrasa staff in Banyuasin Districts.

As a legal standing for the implementation of the SIMPATIKA application, PP No. 46 of 2011 concerning the Evaluation of Educators and Education Personnel and Minister of Religion Regulation No. 5 of 2014 concerning Educators and Education Personnel, which regulates the evaluation of Educators and Education Personnel. Related with exists Regulation Government No. 46 Year 2011 concerning the Evaluation of Teachers and Education Personnel and Minister of Religion Regulation No. 5 of 2014 concerning Teachers and Education Personnel, which requires the assessment of Teachers and Education Personnel to obtain a systematic assessment carried out by assessors of the work

objectives of teachers and education personnel. It is stated that the authority of the Ministry of Religion is to manage teachers and madrasa staff. The management of educators and educational staff is implementing a merit system. The merit system is a system in human resource management that takes qualifications, competence and performance as the main considerations in the process of planning, recruiting, paying, developing, promoting, retaining, disciplining and retiring employees. Performance is an important thing to pay attention to in an organization. Therefore, the Ministry of Religion must concentrate on improving the performance of madrasa educators and education staff. The Ministry of Religion's way to improve its performance is through the use of the SIMPATIKA Application, because they will know what will be done according to their position and what has been produced by each educator and staff, to find out the level of performance of teachers and staff.

According to Hogwood and Gunn's theory (as cited in Tachjan, 2006), the establishment of flawless implementation necessitates the fulfilment of certain conditions, including a profound comprehension and alignment with the intended objectives. A comprehensive comprehension and consensus are imperative in delineating the desired goals or objectives for the optimal execution of a policy. It is crucial to preserve this status throughout the implementation process. It is imperative to articulate the objectives in a clear and precise manner, particularly if they can be quantified, comprehended, and unanimously agreed upon by all relevant stakeholders. Within an organisational context, it is imperative for various characteristics to complement and reinforce one another, while also serving as a guiding force to oversee the implementation of programmes. The primary objective of the SIMPATIKA application is to facilitate the Ministry of Religion's instructors and employees in effectively managing and categorising activity data. This includes distinguishing between daily activities that are unrelated to their job responsibilities. The achievement of this objective will be attained if all teachers and educational personnel possess a comprehensive understanding of the SIMPATIK application. Thus far, the objective remains lucid and effectively executed.

Based on the theory according to Grindle (2017) which is determined by the policy content and policy context. According to Grindle, one of the points in the policy content is the types of benefits that will be generated. In terms of this interest, researchers analyze based on the theory. Benefits received by the organization, which is a benefit that very important for continuity a organization. An expected benefit from the policy becomes an important highlight. The more tangible the benefits of the policy, the easier the expected benefits will be. If the benefits of a policy are not clear, it will make these benefits difficult to obtain. The lack of clarity about the benefits of the policy makes the achievement of the benefits of the policy long-term.

Based on the results of interviews with the head of the madrasah that, the benefits that will be generated by the SIMPATIKA application are educators and education staff who previously could not use technology systems, so they can now use or operate technology systems, there is an increase in skills here, as well as an increase in competent educators and educational staff. The use of the SIMPATIKA application, inevitably, their work activity reports can also be seen clearly, and in accordance with their job duties. Further benefits will be generated in paper less because, through the use of the SIMPATIKA application, work report data for each educator and staff will be stored in a computer or file, so the paper is not needed to report the results of the activities of teachers and staff every month. This will be very influential since the files were stored on the computer. They can be seen for years to come, and do not tend to get lost. By storing data in the computer, the data will be stored properly, and if needed at any time, it will be easier to find it.

By increasing skills or abilities in this technology-based system, this type of benefit will be long-term because with this ability, this ability will become a capability that can be utilized in any case and at any time. The results of interviews with the head of the madrasa and teachers that the benefit of implementing the SIMPATIKA application is that there is no excessive use of paper, because with these benefits, it will make it easier for future educators and education staff to find out or see again the results of educators and education staff who were previously as data or archive, and it will be of great use in the long run. Of course, the two benefits that will be generated will be felt by educators and education

staff, because it will greatly facilitate their work.

3.1.2 Mechanism of SIMPATIKA application

The mechanism for implementing the SIMPATIKA application program is in the form of a manual and technical guidance that will be carried out for efforts to implement the SIMPATIKA application. In this application, teachers and education personnel will be able to see their performance. It is these activities that will guide teachers and staff to work every day and will be reported through work activity reports in this SIMPATIKA application. Reports of these activities will be viewed at the end of each month, and will get approval status from superiors, if teachers and staff have approved the results of their activities, and if teachers and staff have inputted the results of their work, teachers and staff will get Performance Allowances/Certification given every month.

3.2. Implementation of SIMPATIKA Application in Creating Data Service Accuracy

3.2.1 Socialization of the SIMPATIKA Application System

Based on the theory of policy implementation according to George C. Edward III (in Widodo, 2010), there are 4 (four) approaches that greatly determine the successful implementation of a policy, one of which is communication. Communication is very important in the implementation of a policy, because an effective policy is that they carry out the decisions in the policy they must know and what to do. Based on the SIMPATIKA application at the Ministry of Religion of Banyuasin Districts, of course it is very helpful for teachers and staff at the Ministry of Religion of Banyuasin Regency to use the SIMPATIKA application. There was a technical guidance carried out by a special team which can be seen in the attachment, so they can understand the use of the SIMPATIKA application in stages. In addition to the Technical Guidance provided, there is also a SIMPATIKA application guidebook in the form of software and for each madrasa in Banyuasin Districts.

Based on the results of interviews with the head of the madrasa and teachers, initially the application of the SIMPATIKA application was rejected by educators and madrasah education staff. The rejection of the application of the SIMPATIKA application was due to the fact that many educators and education staff were not familiar with technology, but because indeed the Ministry of Religion required all madrasah education and education staff to use the SIMPATIKA application forcing educators and education staff to accept. After the educators and education staff attended the technical guidance, they were very enthusiastic about the SIMPATIKA application. After participating in the SIMPATIKA application socialization, they learned that using the SIMPATIKA application helps their work. The SIMPATIKA application will make teachers and staff understand what tasks will be carried out every day and according to their job duties. In addition to providing technical guidance for outreach, the person in charge also opens a coaching clinic, which is held once a month. The coaching clinic is important for providing technical guidance to teachers and staff or madrasa operators. This coaching clinic is carried out and carried out by the education and madrasah divisions of the Religion Ministry of Banyuasin Districts, which is responsible for making the SIMPATIKA application.

1. SIMPATIKA Application Program

According to Grindle (2017), implementation success is influenced by two major variables, namely the content of policy and the context of implementation. One of the points in the policy content is the existence of who implements the policy program. In terms of this interest, researchers analyze based on the theory. In operate something policy or program must be supported with the implementation of competent and capable policies for the success of a policy. In this case, those responsible for the SIMPATIKA application program are 2 (three) stakeholders, namely the head of the madrasah, and the head of the education and madrasah division of the Religion Ministry of Banyuasin Districts. Even though the maker of the SIMPATIKA application is in the education and madrasah divisions, there will be cooperation in terms of supervision and management.

Supervision in the SIMPATIKA application system at the Ministry of Religion is carried out as a form of a task from the service to monitor a running SIMPATIKA application system. Supervision and

monitoring of the SIMPATIKA application system is carried out by the management of performance or professional allowances and the SIMPATIKA application coordinator of the Regency/City Ministry of Religion which is implemented by monitoring in terms of data on teachers and staff and anyone who has not been able to use the SIMPATIKA application smoothly. Monitoring is done by monitoring data have been inputted by teachers and staff through the operators of each madrasa carried out by the respective Head of Madrasah, and the education and madrasah division of the Ministry of Religion of Banyuasin Regency. Based on the supervision or monitoring carried out at each madrasa head and head of the education and madrasah division of the Religion Ministry of Banyuasin Districts, of course, it will evaluate anyone who still not inputting data on the SIMPATIKA application. This evaluation and monitoring activity will monitor every educator and staff at all madrasah in Banyuasin Districts.

Based on the results of interviews with the head of the education and madrasa department of the Ministry of Religion of Banyuasin district, the implementation aspect of this program was made very detailed and detailed. Because with the existence of a person in charge of the program, the policy will be implemented properly. Until now, the SIMPATIKA application is running well because there are people in charge behind it who work together, although it still requires more hard work so that the SIMPATIKA application program can be implemented properly.

3.2.2 Provision of SIMPATIKA System Resources

Based on the theory of policy implementation according to Edward (in Widodo, 2010) there are 4 (four) factors that influence the success or failure of policy implementation, including factors (1) communication, (2) resources, (3) disposition and (4) bureaucratic structure. In this study focuses on resource factors. Even though the contents of the policy have been communicated clearly and consistently, if the implementer lacks the resources to implement it, it will cause the implementation of the policy to not work effectively. These resources can be in the form of human resources, namely implementing competence, and financial resources. Resources are an important factor for policy implementation to be effective. Without resources, policies only remain on paper as documents. The resources contained in this SIMPATIKA application are: 1) Human resources are one of the variables that greatly influence the success of a policy implementation because policy implementation will go well influenced by the quality and quantity of human resources. Mathis and Jackson (2010) mention human resources is the design of formal systems within an organization to ensure the effective and efficient use of human talent to achieve organizational goals. The implementation of the SIMPATIKA application system at the Religion Ministry of Banyuasin Districts cannot be carried out without support from factors that support the implementation of the SIMPATIKA application at the Religion Ministry of Banyuasin Districts. In the process of reporting the results of the activities of educators and staff education, certain resources are needed so that the maximum use of the SIMPATIKA application is human resources, tool resources and legal standing. Based on interviews and observations, the provision of human resources at the Ministry of Religion of Banyuasin Regency, especially in the SIMPATIKA application system, is still not in accordance with needs, for example, one madrasah only has one operator who handles 10-15 data on educators and education staff.

Human resources are deployed on the SIMPATIKA application system, namely all teachers and staff at the Religion Ministry of Banyuasin Districts, and currently there is only 1 (one) programmer who should be needed a number 4 (four) people who consists from 1 (one) Development person, 1 (one) person analysis, 1 (one) person for the tester system, 1 (one) person for the Interfast system, and 1 (one) person for the the computer device itself. Similarly, within each madrasah, there exists a single operator who possesses inadequate competence. Currently, the legal position pertaining to the SIMPATIKA application remains incongruent. 2) Facilities is one factor that is very supportive in implementing policies as a support in carrying out these policies as expected and running programs properly and systematically. In implementing the SIMPATIKA application, of course it is necessary for the smooth operation of the SIMPATIKA application itself. In order to carry out the smooth implementation of the SIMPATIKA application, computer technology is needed to support the implementation of this policy, because without facilities that support the SIMPATIKA application, it cannot run according to what

has been planned because the equipment needed is an important factor in the SIMPATIKA application program.

The use of the SIMPATIKA application in Banyuwasin district is still hampered because several madrasahs in Banyuwasin district are not yet well established, especially in procuring computers and internet networks. Madrasahs that are not yet well established in terms of computer and internet network facilities are those that are not yet well established in terms of finance. So, it takes several computers to be able to run this application program. The results of observations of several madrasahs in Banyuwasin District found that there were still some that did not yet have computer technology. 3) The budget is the adequacy of capital or investment in a program or policy that is implemented to guarantee sufficient financing to ensure the policy runs effectively and efficiently in achieving the expected goals. The budget used in implementing the SIMPATIKA application is the state revenue and expenditure budget (APBN) for the state madrasah. Meanwhile, madrasahs with private status still have to find other sources of funding. In proposing a budget for the implementation of the SIMPATIKA application, good and detailed planning is carried out to make it easier to get the budget. This budget must also always be monitored when proposing it because with monitoring, it will not be seen as just reporting and needing it, but will be taken seriously and prioritized for the implementation of the policy. In this case, the implementation of the SIMPATIKA application, of course, has proposed the budget from the start and has planned well in terms of the needs needed for the implementation of the SIMPATIKA application, but it is still always out of sight during the process.

3.2.3 SIMPATIKA Application System Supervision

According to Grindle (2017), one of the points in the policy context is compliance and responsiveness. Compliance and responsiveness is a very important aspect. In this case, compliance and responsiveness of the implementation of the SIMPATIKA application is the supervision carried out at the Religion Ministry of Banyuwasin Districts for the implementation of the SIMPATIKA application. Supervision in the SIMPATIKA application system that is carried out is a form of ensuring the system runs according to its function. Supervision in this case is carried out by Performance/Professional Allowance management, education and madrasah divisions, and madrasah heads which are implemented by monitoring in terms of data on teachers and staff and anyone who has not been able to use the SIMPATIKA application smoothly. Monitoring is done by monitoring data has been input by teachers and staff at the Religion Ministry of Banyuwasin Districts through the head of the madrasa, and the education and madrasah division of the Religion Ministry of Banyuwasin Districts. The results of supervision or monitoring of the implementation of the SIMPATIKA application carried out in every madrasah in Banyuwasin District are used to see who is still unable to use the SIMPATIKA application. Evaluation and monitoring activities are carried out by monitoring reports to each educator and education staff in madrasahs at the Ministry of Religion of Banyuwasin District. For educators and education staff who do not understand the use of the SIMPATIKA application, socialization will be given during the evaluation and monitoring.

Based on the results of research, that supervision was very good. The madrasah head will monitor their respective teachers and staff through the school operator. The results of interviews with madrasa heads stated that there were still many educators and education staff who still did not understand the importance of using the SIMPATIKA application. The factor of the lack of understanding of educators and education staff is the age of educators and education staff who are elderly. The condition of educators and education staff who are elderly makes educators and education staff think that the existence of the SIMPATIKA application creates a new burden for them. For this reason, the role of a school operator is very important to provide facilities to educators and education staff using the SIMPATIKA application. According to the head of the madrasah, the supervision carried out is a method of monitoring whether educators and education staff have inputted or not. Supervision is very important because if educators and education staff do not input reports, then educators and education staff will be subject to punishment, namely a postponement of performance/profession allowances. The link between the SIMPATIKA application and the performance/profession allowance is very strong.

Where educators and education staff who have reported and inputted the results of their activities every month, will get rewards, namely performance/profession allowances. As a result of educators and education staff not inputting reports, performance/profession allowances will be postponed. Where the conditions for paying performance/professional allowances are based on the performance of educators and education staff, namely the evaluation of the performance of educators and education staff. This performance/profession allowance is based on performance appraisal and attendance. Attendance list is attendance filling carried out by educators and education staff during hours of entry and/or return from work both electronically and or manually.

Based on the results of interviews with the head of the education and madrasa department of the Ministry of Religion of Banyuasin District, there are still many educators and education staff who input only 1 (one) activity, but expect to still receive performance/professional allowances on time and in full without any deductions. This should be the responsibility of superiors to provide input or guidance to their subordinates or educators and education staff so that they can understand how to use the SIMPATIKA application.

Sonia's research (2020) discusses education management information systems associated with the quality of madrasah education. The results of the study concluded that several applications for teaching and educational staff services by empowering applications. The difference lies in the breadth of scope, the research conducted by Sonia, reviews education management information systems in general. While this research focuses more on the SIMPATIKA application. Prayoga and Badrudin's research (2019) which discusses the implementation of SIMPATIKA-based management information systems for educators and education staff. The results of the study concluded that 1) The SIMPATIKA usage policy had been implemented by the madrasah under the instruction of the madrasah head through the legality of the institution's internal regulations and was the responsibility of the madrasah head in the field of curriculum and was carried out by the madrasah operator; 2) The data input for educators and education staff at SIMPATIKA includes the SIMPATIKA program input for educators and education staff. The difference lies in the breadth of scope, research conducted by Prayoga & Badrudin, reviews the implementation and service items. In comparison, this research is more focused on policies, implementation, weaknesses and strengths of SIMPATIKA. Meanwhile, Damayanti & Rizal's research (2021) discusses the use of the SIMPATIKA application as a basis for decision making and policy at the Ministry of Religion. The results of the study concluded that: 1) SIMPATIKA data management starts from the format, data collection to data presentation. 2) Decision-making regarding educators and education staff in the field of education and madrasah is carried out strictly and with a commitment to follow the established system rules. The difference lies in the breadth of scope, the research conducted by Damayanti & Rizal reviews the procedures for using SIMPATIKA. While this research is more focused on policies, implementation, weaknesses and strengths of SIMPATIKA. Referring to some of the previous studies above, the position of this research is strengthening and increasing research variables. This research was carried out at the Ministry of Religion in Banyuasin Regency, by combining the SIMPATIKA application with accurate data services which help each other.

4. CONCLUSION

From the results of the data that the researcher obtained in the field, the researcher can draw the following conclusions: (1) The application of the SIMPATIKA application to madrasahs in Banyuasin District under the auspices of the Ministry of Religion has been implemented properly which is directed/controlled directly by the head of the madrasa whose input is assisted by madrasa operators. (2) The role of the SIMPATIKA application is very important for data processing, school administration management, e-rapport and so on for the accuracy of data services related to educators and madrasah education staff in Banyuasin District. Data from reports from educators and education staff that are inputted into the SIMPATIKA application are used as a reference for paying professional allowances. In the implementation of inputting the report data of educators and madrasa education staff on the SIMPATIKA application in Banyuasin District, there are still obstacles. Obstacles in the implementation

of collecting teacher and education staff report data on the SIMPATIKA application in Banyuasin District can be seen from the following dimensions: a. The communication dimension, the delivery of information from the SIMPATIKA implementation, is not carried out thoroughly and only through social media b. The resource dimension, the implementation of inputting teacher and education staff report data to SIMPATIKA at the Ministry of Religion of Banyuasin District was carried out by one operator for one madrasah. This means that one madrasah operator can handle report data from 10 or more people. The burden on madrasa operators is so great that the process of inputting teacher and education staff report data is hampered. Suggestions for the Ministry of Religion of Banyuasin District, it is necessary to increase outreach to all educators and educational staff within the Ministry of Religion of Banyuasin District (both certified and uncertified) regarding the work/utilization of the SIMPATIKA application, considering that regulations on education continue. For madrasahs, it is necessary to add madrasah operators who are proficient in using computers/savvy in information technology so that inputting teacher and education staff report data into the SIMPATIKA application can be done in a faster time.

REFERENCES

- Adriwati. (2001). *Bunga Rampai Wacana Administrasi Publik: Menguang Peluang dan Tantangan Administrasi Publik*. Yogyakarta: Graha Ilmu.
- Agustino, L. (2008). *Dasar-Dasar Kebijakan Publik*. Alfabeta.
- Faizah, N., Zerine, F., & Zuhri, U. (2020). Efektivitas SOP Simpatika dalam Pelayanan Verval dan Persetujuan Tunjangan Guru di Kementerian Agama Kabupaten Lamongan. *Jurnal Administrasi Pendidikan Islam*, 2(2), 171–184. <https://doi.org/10.15642/japi.2021.3.1.171-184>
- Grindle, M. S. (2017). *Politics and policy implementation in the Third World* (Vol. 4880). Princeton University Press.
- Hogwood, B. W., Gunn, L. A., & Archibald, S. (1984). *Policy analysis for the real world* (Vol. 69). Oxford University Press Oxford.
- Mathis, R. L., & Jackson, J. H. (2010). *Human resource management*. South-Western College.
- Meleong, L. J. (2012). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.
- Ramdhadi, A. (2015). *Sistem Informasi Manajemen*. Bandung: Pustaka Setia.
- Raymond Jr, M., & Schell, G. P. (1995). *Sistem Informasi Manajemen*. Prenhallindo.
- Rochaety, E. (2006). *Sistem Informasi Manajemen Pendidikan*. Bumi Aksara.
- Sahati, T. (2016). Konsep E-Government Dalam Peningkatan Pemerintahan. *Jurnal Sospol*, Vol. XXI,(1), 104–116.
- Siagian, S.P. (2006). *Sistem Informasi Manajemen*. Jakarta : Bumi aksara.
- Sutabri, T. (2005). *Sistem Informasi Manajemen*. Andi.
- Tachjan. (2006). *Implementasi Kebijakan Publik*. Bandung: Penerbit AIPI Bandung.
- Taufan B, M. (2016). *Sosiologi Hukum Islam: Kajian Empirik Komunitas Sempalan*. Deepublish. <http://repository.um-palembang.ac.id/id/eprint/6360/>
- Umdatur Rosyidah, Kusri, & Henderi. (2018). Evaluasi Usability Pada Aplikasi Simpatika Direktorat Jenderal Pendidikan Islam Kementerian Agama Seminar Nasional Sistem Informasi dan Teknologi Informasi. In *Sensitek* (pp. 362–367).
- Widodo, J. (2010). *Analisis Kebijakan Publik: Konsep dan Aplikasi Analisis Kebijakan Publik*. Malang: Bayu media Publishing
- Yulaekah., Afriza., & Andriani, T. (2023). Konsep Dasar Manajemen Tenaga Pendidik dan Kependidikan. *JIMT: Jurnal Ilmu manajemen terapan*, Vol. 4, No. 3, Pp 440-444.