



Management data tree educator (Dapodik) school interior from SD YPPK AYAM and SD YPPGI Ayam district AKAT Regency Asmat

Suharni Achmad¹, Nurtanio Agus Purwanto¹, Triyas Krismantoro¹, Bobby Mallau²

¹ Faculty of Educational Sciences and Psychology, Yogyakarta State University, Indonesia

² Department of Sport Science, Yogyakarta State University, Indonesia

Abstract

Basic Education Data Management (Dapodik) for rural schools at YPPK Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency. Thesis. Yogyakarta: Faculty of Education and Psychology, Yogyakarta State University, 2023.

Research on Basic Educational Data Management (Dapodik) for rural schools at YPPK Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency aims to find out: 1). Process of preparing dapodik at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District. 2). Implementation of Dapodik in elementary schools at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District. 3.) Factors that are obstacles and solutions in preparing Dapodik at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District. This research uses descriptive methods through a qualitative approach. The research location was YPPK Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency. The subjects of this research were school principals, homeroom teachers and school operators from YPPK Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency. Data collection techniques use interviews, observation and documentation. Data analysis techniques using the interactive model Milles, Huberman, and Saldana (2014, pp. 12-14) include data condensation, data display and conclusion drawing. The research results show that: (1) The process of preparing dapodik carried out by YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency, namely through collecting student data: (students' personal data), filling in student data: (Schools fill in student data completely), Teacher Information: (information about teachers who teach at the school), School Administration: (School administration data), Collection of infrastructure data, then Data Verification: (to ensure the accuracy and completeness of the data entered into Dapodik). (2) Application of dapodik at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, namely: when accepting new students, in this case parents are present bringing the child and family card and filling in the form that has been provided. Teacher information, namely that every teacher is required to fill out the form and collect data. the data, then school administration which includes facilities and infrastructure. (3) Obstacles and solutions in preparing Dapodik at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat District, namely: invalid student data, limited resources, lack of learning space, so the solution obtained in the opinion above is that it is necessary to carry out resource development activities, collect data and family cards so that they can be activated in Dukcapil through schools and must make applications for classroom procurement.

Keywords: Management, dapodik

Introduction

Technological advances in the current era of globalization play a very important role in making work easier. Technologies such as computers, the internet, and accompanying applications are combined to build information systems that process data and function as decision-making tools for institutions, agencies, or organizations. The information system utilized can increase productivity and work efficiency.

In 2006, the Ministry of National Education's Foreign Cooperation Planning Bureau (PKLN) investigated the causes of delays in educational planning programs in certain fields of the Ministry of National Education which did not achieve the expected goals. PKLN found that there was no centralized educational data storage place. Reforms are needed to simplify school administration by using information technology.

Technological advances, especially information technology, have brought significant changes to several aspects of people's lives. Information technology is an important component for companies to facilitate efficient work

processes. Information technology facilitates the completion of tasks and activities efficiently and quickly. The use of information technology in business not only streamlines work operations but also improves the image and position of the agency or organization. In addition, information technology is used for vertical and horizontal work integration (Martin *et al.*, 1994, p. 272). Various IT infrastructures have been built and developed in various sectors. These fields include health, industry, maritime, management, offices and education.

This technology should be integrated into all learning activities at school to ensure quick, accurate, and accurate access to the necessary information. Skills in technology are very important for education management to effectively deal with performance and data management. Accurate, reliable, and up-to-date data is needed to implement a comprehensive national education program.

The Ministry of Education and Culture aims to achieve accurate data availability. There are many factors that contribute to failure to obtain correct data availability. One of the reasons is the presence of various data collection

systems that claim to be the most appropriate data sources within the Ministry of Education and Culture. Another cause that is often put forward is incomplete school data provided by the Ministry of Education and Culture. This is related to the wide coverage of the territory of the Unitary State of the Republic of Indonesia (Herawati, 2018). Insufficient data causes a decrease in accuracy in the analysis.

The Ministry of Education and Culture has issued Minister of Education and Culture Regulation Number 79 of 2015 concerning Basic Education Data. This regulation places responsibility on the Secretariat of the Directorate General of Primary and Secondary Education to develop data collection protocols, carry out outreach efforts, and build a fast and efficient data collection and storage system. The Secretariat is also tasked with coordinating the collection of all basic educational data from educational institutions under the supervision of the Directorate General of Primary and Secondary Education.

The Indonesian Ministry of Education and Culture established a reference center for the Basic Education Data system (Dapodik), which is a national-scale data collection system that is carried out centrally, online and *real time* for data management efficiency.

Dapodik is an education management information system used by the Ministry of Education and Culture (Kemendikbud) for collecting and administering education data in Indonesia. This system is designed to simplify the collection, processing and reporting of educational data to serve as a basis for making educational policies. Minister of Education and Culture Regulation Number 79 of 2015 establishes the Basic Education Data (Dapodik) system which is managed by the Ministry of Education and Culture. It includes information about educational institutions, students, teachers, and educational materials, with data updated regularly online.

Therefore, it is very important for the education system to implement a system called dapodik. This system improves educational planning to be sophisticated and high quality. If educational planning is not prepared well, the resulting program will deviate greatly from the expected goals. For effective planning and implementation of educational programs, it is important to have data that is fast, comprehensive, valid, responsible and regularly updated. Having precise, accurate and comprehensive data enables the efficient and effective design, implementation, reporting and evaluation of national education initiatives. The Department of National Education has created a national-scale integrated data collection system called dapodik.

Dapodik plays an important role as the only data reference used by the Ministry of Education and Culture. Every year, the Dapodik system experiences progress in response to changes in policies and programs launched by the Ministry of Education and Culture. One of its functions is to allocate aid for facilities and infrastructure to schools with inadequate facilities, as well as conveying and improving school institutional data.

This system facilitates the integration and storage of historical data related to schools, students, educators and education personnel in a centralized manner, thus allowing easier and more open access to the public within certain limits via the internet. Data input at each level is differentiated. The Dapodik application used for elementary schools is known as Dapodikdas, while for middle and high schools it is called Dapodikmen. The Dapodik application is

integrated centrally, making it possible to configure student data even when they change schools or continue to higher education.

The data contained in the Dapodik system is used as a basis or material for consideration in decision making. Therefore, data for each educational unit must be correct, complete and up to date. In order for data to become an information product, data management must be carried out in the form of data transformation, so that it becomes information.

The success or failure of school administration depends on the effectiveness and efficiency of school administration, which involves all elements of various subsystems in a centralized school system. The school administration system is managed effectively with the Dapodik data collection system. Basic education data is a data application that is used in managing education in Asmat Regency.

The Dapodik information system is used by schools in Indonesia to store and provide school-related data and information, which functions as a data source for the Ministry of Education and Culture. This technology plays an important role in handling school data. The Dapodik-Dikdasmen information system is expected to make operations more effective and increase the efficiency of handling elementary, middle and high school data. This research will concentrate on the Dapodik information system implemented in elementary schools.

Dapodik was first introduced in 2006 but faced challenges in its implementation. In 2008, there was a shift in management responsibilities from the Center for Education Statistics (PSP) and the Research and Development Agency (Balitbang) of the Department of National Education to the Provincial Education Services in each city and finally to schools throughout Indonesia. Dapodik is a well-known system in the field of education throughout the world. Dapodik is the only education database recognized by the government and used at all levels of education, from early childhood education to higher education. Formal and non-formal education is integrated into the data collection system through Dapodik.

According to Dr Amiruddin, the Partnership and Information Systems Data Working Group team, East Java Education Quality Assurance Center (BBPMP), one of the reasons why Dapodik has not been synchronized is because there are educational units that have closed but the data has not been deleted. Apart from that, there are also educational units that should be merged or merged, but the status has not been changed. Then, there is new data on education units, there are non-formal education units that do not have students but cannot immediately be closed. Another problem, according to Amiruddin, is the verification and validation of foundations, students, schools and PTK that experience technical problems such as double NISN, student dates and invalid NIK. "On average, service operators/office branches hold 3 to 5 other applications besides Dapodik. "Of course, this will disrupt their performance in updating or synchronizing Dapodik," Apart from obstacles at the district/city level, each educational unit also experiences problems, such as Population Identification Number (NIK) data which is not in sync with population and civil registration service data (dukcapil). Amiruddin said that currently basic education data has been integrated with population data so that the NIK and KK numbers used are the same. Apart from that, continued Amir, his party also facilitates local governments in holding activities related to

dapodik synchronization and resolving problems. In fact, for this, his party is ready if specifically requested to assist certain areas which are still having difficulty in synchronizing Dapodik.

The scope of this research took place in Asmat Regency, specifically at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat District. Educational administration uses systems Dapodik which was observed by researchers at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat district.

The various shortcomings that exist in the Dapodik information system among users make researchers interested in studying the system. Evaluation is very valuable to determine the results of system implementation. Researchers concentrate more on issues related to Dapodik management.

From the results of observations and interviews conducted at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, the results are relatively the same, namely: (1) There are students who do not have NISN due to invalid student data at YPPGI Ayam Elementary School and YPPK Ayam Elementary School, Akat District, Asmat Regency because there are still many students who do not have family cards, (2) It is difficult to collect family cards, because there are still students who have family cards. the maximum age for elementary school children has exceeded, (3) limited resources, namely limited administrative staff and a shortage of teaching staff, this can hamper the data management process so that schools hire school operators from the department to help run the basic education data system, (4) internet access which is limited, in areas that are far away, it is difficult for schools to get internet access, so administrative staff who double as operators have to send data to the city. (5) Facilities and infrastructure are very limited, including shortages of classrooms. (6) Inhibiting factors and solutions in the preparation and application of basic education data (Dapodik) at YPPGI Ayam Elementary School and YPPK Ayam Elementary School in Asmat Regency.

Schools need to organize effective dapodik activities as mentioned above. Schools are expected to implement Dapodik by starting the data collection process manually by sending complete data forms to students, educators and education staff. The school operator enters the data provided on the distribution form. Data collection at Dapodik is part of the process of receiving School Operational Assistance (BOS) funds. Apart from data entry, Dapodik functions as a data processor that provides information for leadership decision making.

Utilizing Dapodik as a means of managing student administration significantly improves the performance of educational staff at the design, implementation and assessment stages of educational programs, so that implementation is more measurable, targeted, effective and efficient.

Research on Dapodik management is very important to overcome the problems faced during its implementation.

For this reason, researchers are interested in taking the title *"Management Data Tree Educator (Dapodik) School Interior From SD YPPK Chicken and SD YPPGI Chicken District Akat Regency Asmat"*.

Type of research

This research uses a qualitative approach. A qualitative approach was chosen in this research to comprehensively understand the natural experiences of research subjects through collaborative data collection techniques, with a focus on meaning rather than generalizations. Researchers aim to collect and analyze data comprehensively from various sources to draw conclusions.

The qualitative research method used is descriptive research. Descriptive techniques involve investigating and addressing problems by describing the situation of the subject or object under study, such as people, institutions, or communities, based on visible facts or their experiences.

Research sites

Location or place: This research was conducted at YPPK Ayam Elementary School and YPPGI Ayam Elementary School which are located in Akat District, Asmat Regency. The author's background in choosing this location is that the school is a school under the auspices of the Asmat Regency Education Service and the school also supports the distribution of policies and work programs of the Asmat Regency Education Office and the Asmat Regency Government.

Research time

Carrying out research involves coordinating with the school and informants to ensure everything is according to the agreed schedule. The duration allocated for this research is from March 15 to June 16 2023.

Data sources

Qualitative research relies on data sources such as words and actions. Additional information that can provide support includes documents and other sources (Lofland & Lofland, 2013). Apart from that, according to Arikunto (2010), "Data sources are subjects from which data can be obtained". Data sources are information obtained by experts to answer specific questions. For this research, primary and secondary data sources were used.

Data collection instrument techniques

Data collection methods involve techniques used by researchers to collect various information, data and facts supporting research. In most cases, data collection methods are determined by the specific problem being investigated and the research methodology chosen.

For accurate data collection in interview research, observation, documentation studies, it is important to use appropriate data collection methods and adhere to research standards. In collecting data at YPPK Elementary School and YPPGI AYAM Elementary School, Akat District.

Data analysis

The data analysis approach involves organizing data into categories, patterns, and basic units to identify themes and formulate conclusions. Data analysis includes organizing, sorting, grouping, coding, and categorizing data obtained from field notes, images, photos, or documents into reports. Data was studied using descriptive analysis techniques in qualitative research methodology. Next, data processing is carried out and conclusions are drawn from the field data. Data analysis in qualitative research is carried out during and after data collection over a certain period of time. This

research uses descriptive techniques, namely using interactive methods to examine data. According to Sugiyono (2008), data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes and other materials so that it can be easily understood, and of course can be informed to other people.

Data Analysis Results

Basic Education Data Management (Dapodik) is a system used to manage educational data, including student data collection, teacher information, and school administration. This system helps ensure accurate and up-to-date data for effective educational planning and decision making. Management of basic education data needs to be carried out starting from student data management, school data management including school profiles, facilities and infrastructure as well as teacher and educational data. To improve the quality of the current data, the data obtained by researchers is as follows:

What is the Process for Preparing Dapodik at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District?

a. Process of preparing dapodik at YPPK Ayam Elementary School

The results of the interview regarding the management of basic education data are how the process of compiling it is carried out by the school at the beginning of each school year. As explained by Mrs. Merni Pamean, a teacher at YPPK Ayam Elementary School, Akat District:

"Yes ma'am, of course the first thing the school does is prepare student data, data on educators and education staff including personal information such as name, address and place of birth. More completely, the school collects family cards for both students, educators and staff to obtain complete identity and school collect data on infrastructure facilities. Schools enter this data into the Dapodik system using an online form or through the Dapodik application. The school re-verifies the data that has been entered to ensure its accuracy then synchronizes it with the Dapodik server to ensure the data is sent successfully. Verify the data that has been compiled to ensure compliance with applicable policies and regulations."

The same opinion was also expressed by Mr. Egy Peri, Operator of YPPK Ayam Elementary School, Akat District, who stated:

"Yes, ma'am, of course the first thing the school does is accept new students by collecting family cards so that student data can be easily entered into the system, but before that we verify the data first by bringing the family card to the head office to correct and reactivate the data and so do the same. collecting data on educators and education personnel and re-collecting data on facilities and infrastructure so that the data is accurate"

Then it was emphasized by Mrs. Herlina Sopiha Silubun as the head of YPPK Ayam Elementary School, Akat District, that:

"Oh yes, it's clear, mother. We always collect initial data from the start of the new school year, such as student personal data in the form of family cards as the main requirement. Likewise, educators and educational staff must continue to collect data so that operators always update it, and also regarding data on school facilities and

infrastructure. We always re-verify so we can get accurate data.

The dapodik preparation process was carried out to determine the extent to which the management of basic educational data at YPPK Ayam Elementary School was arranged in accordance with the correct dapodik process or not to produce accurate and up-to-date data, which can be used for better educational planning and effective but very effective decision making. requires collaboration between schools, teachers, and administrative staff to ensure data is complete and up-to-date.

b. The process of preparing dapodik at YPPGI Ayam Elementary School

The results of the interview regarding the management of basic education data are how the process of compiling it is carried out by the school at the beginning of each school year. As explained by Mrs. Yanike, a teacher at YPPGI Ayam Elementary School, Akat District:

"Yes, ma'am, the initial process we carry out is, when accepting new students, we agree that the conditions that must be met are the family card that we receive, then each homeroom teacher makes a summary of the data, then each teacher is required to fill out a form and attach the data and give it to the operator. to input into Dapodik."

The same opinion was also conveyed by Mrs. Akhriani as Operator of YPPGI Ayam Elementary School, Akat District, who stated:

"Yes mother, I as the appointed operator help to do the input from the beginning when the family card is active in the capil, the teacher collects the form and the attachment of the data and the bottom line is that all student data and teacher data are complete, the process is also fast."

Then it was emphasized by Mrs. Pineke as the principal of YPPGI Ayam Elementary School, Akat District, that: "Yes, mother, I as the principal ask teachers that when accepting new students they must be firm in the requirement to bring a family card because that is the main thing that helps students to get NISN, and for every "Teachers are required to collect forms and attachments to their data, and each teacher is required to record existing facilities and infrastructure in each class so that they can assist operators in inputting them."

The process of compiling basic education data (Dapodik) is very important to know the initial steps we take to have accurate data. However, behind this all requires good cooperation between school principals, teachers, administrative staff and parents.

How Dapodik is implemented at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District

a. How is Dapodik implemented at YPPK Ayam Elementary School, Akat District?

By following the implementation steps for basic education data (Dapodik), namely: Student registration, filling in student data, teacher information, school administration and data updating. This is as stated by Mrs. Herlina Sopiha Silubun as the head of YPPK Ayam Elementary School, Akat District, that:

"Dapodik's aim is to increase the efficiency and accuracy of teacher data management and support good decision making, it is necessary to carry out Student Registration: Schools have a registration system or form that contains all

the necessary information, such as student name, date of birth, address and student identification number. New students are entered into the Dapodik system. Information such as educational history, classes attended, and academic achievements must be updated regularly. **Teacher Information:** Schools have a database or system that records information about the teachers who teach at the school. **Personal data,** educational qualifications and teaching experience must be updated when changes occur. **School Administration:** School administration information, including the principal, administrative staff, and school facilities, must be recorded in the Dapodik system. This data must also be updated when there are changes. **Data Verification:** After all data has been collected, the school carries out verification to ensure the accuracy and completeness of the data entered into Dapodik. This verification process involves double-checking documents and information that have been previously entered. **Data Updates:** Schools have clear policies and procedures for updating existing data in Dapodik. When there are changes such as changes in student addresses, changes in teachers, or changes in administrative structure, the information is immediately updated in the system."

The above statement was also conveyed by Mrs. Merni Pamean, a teacher at YPPK Ayam Elementary School, Akat District:

"Before Dapodik implementation, the school principal always emphasizes to teachers and staff that the first thing to do is during student registration: The school has a registration system or form that contains all the necessary information. New students are input into the Dapodik system as soon as possible. **Filling in Student Data:** After registration, the school collects and fills in student data completely and accurately. Information such as educational history, classes attended, and academic achievements must be updated regularly. **Teacher Information:** Schools have databases or systems that record information about teachers in the school. **School Administration:** School administration information, including the principal, administrative staff, and school facilities, must be recorded in the Dapodik system. This data must also be updated when there are changes. **Data Verification:** After all the data is collected, the school carries out verification to ensure the accuracy and completeness of the data. This verification process involves re-checking documents and information that have been previously entered,

In line with this explanation, Mr. Egi Peri as the operator of the YPPK Ayam Elementary School stated that:

"That's right ma'am, when the operator inputs data, the things that are needed are: The school has a system or registration form that contains all the necessary information, **Filling in, Teacher Information:** The school has a database or system that records information about the teachers at the school. **School Administration:** School administration information, including the principal, administrative staff, and school facilities, must be recorded in the Dapodik system. This data must also be updated when there are changes. **Data Verification:** After all the data is collected, the school carries out verification to ensure the accuracy and completeness of the data. This verification process involves double-checking the documents and information that have been entered.

The application of dapodik was carried out at the YPPK Ayam Elementary School to find out what kind of

application was used at school. To measure the extent to which data management is implemented, the extent to which it increases administrative efficiency, the extent to which it increases the accuracy and validity of data, and the extent to which it increases information transparency and also the extent to which it makes it easier to monitor educational progress in schools. Then the school analyzes the obstacles and solutions to solve the problems that occur.

b. How is Dapodik implemented at YPPGI Ayam Elementary School, Akat District?

By following the implementation steps for basic education data (Dapodik), namely: Student registration, filling in student data, teacher information, school administration and data updating. This is as stated by Mrs. Pineke as the principal of YPPGI Ayam Elementary School, Akat District, that: "The application of basic educational data in our school is, when accepting new students, parents are present bringing the child and family card and filling in the form that has been provided, every teacher is obliged to fill in the form and collect the data, every homeroom teacher is obliged to record the appropriate facilities and infrastructure. with a decree given to be responsible for maintaining regional property to make it easier to fill in data on facilities and infrastructure

The above statement was also conveyed by Mrs. Yanike, a teacher at YPPGI Ayam Elementary School, Akat District:

"The application of basic education data (dapodik) is: first: acceptance of new students, in this case accepting and filling out new student forms. Second, teacher information, namely filling out the form and attaching the data. "The three school administrations include collecting data and filling out facilities and infrastructure forms."In line with this explanation, Mrs. Akhriani as the operator of YPPGI Ayam Elementary School stated that:

"Every application of basic education data (dapodik) requires complete data, such as new student forms and data attachments for easy input, as well as teacher administration in the form and completeness of the data, then complete data on facilities and infrastructure is given to the operator to input, validate the data to ensure the correctness of the data then start synchronizing.

Dapodik implementation is also carried out at YPPGI Ayam Elementary School. In order to ensure that the school has implemented it well, it is necessary to involve a data validation and verification process. After the data is entered, the system will carry out validation to ensure the accuracy and validity of the data entered, then the data will be verified by Dapodik officers at the provincial or district/city level. If it has been verified, the education data will become the basis for decision making. To find out the implementation of Dapodik in schools, the school then carries out an analysis of the obstacles that occur during the process of implementing Dapodik.

Obstacles and Solutions in Preparing Dapodik at YPPK Ayam Elementary School, Akat District and YPPGI Ayam Elementary School, Akat District

a. Obstacles and Solutions in Preparing Dapodik at YPPK Ayam Primary School, Akat District?

By knowing what obstacles arise during the management of basic educational data in educational units. As explained by Mrs. Herlina Sopiah Silubun as the head of YPPK Ayam Elementary School, Akat District, that:

"Initially, we really experienced problems with limited resources, namely limited administrative staff and technology accessibility and there were still students who did not have NISN because the student data was invalid because most of the students with their family cards were not active in the registration process and there were still many students who were over the age of elementary school children on family cards, this can hinder the process of collecting and managing data so that to overcome these obstacles the priority is to increase resources, namely providing training and technical support to administrative staff to obtain sufficient knowledge to carry out their duties as administrative staff with OK, the heart of the school is in the administrative staff and the school takes a solution to collect student data and take it to the head office to activate the family card and correct the child's age."

The above statement was also added by Mrs. Merni Pamean, a teacher at YPPK Ayam Elementary School, Akat District, that:

"The thing that makes it difficult for us as homeroom teachers is that when collecting family cards, there are still students who don't have them, there are still students whose family cards are older than elementary school age. To overcome the obstacles that occur, the final solution is for the school to make a certificate to the primary school so that provide a family card and change the year of birth."

Apart from that, an explanation from Mr. Egi Peri as the operator of the YPPK Ayam Elementary School school was added, stating that:

"The main thing that makes us very difficult is the difficulty of collecting family cards, there are still students whose family cards are already over elementary school age. We are having difficulty sending data due to network constraints. "And to overcome the obstacles that occur, the final solution is for the school to make a certificate to the district head to provide a family card and change the year of birth. And the operator has to go to the city to send basic education data (dapodik)"

b. Obstacles and Solutions in Preparing Dapodik at YPPGI Ayam Primary School, Akat District?

By knowing what are the obstacles during the management of basic educational data in educational units. As explained by Mrs. Pineke as the principal of YPPGI Ayam Elementary School, Akat District, that:

"The obstacles we experience are limited resources, namely limited administrative staff and more students do not have family cards so student data is not yet valid, we only have three classrooms and a shortage of teaching staff, this can hamper the data management process so as to overcome these obstacles. This obstacle is that the school takes school operators from the department to help run the basic education data system and easily synchronize data in the city, but the school continues to strive to increase resources, namely providing training and technical support to administrative staff to obtain sufficient knowledge to carry out their duties as administrative staff well. "The heart of the school is in the administrative staff, the school collects student data by collecting family cards, submits applications for the construction of school rooms through Dapodik, asks for additional rooms from the Education Department."

The above statement was also added by Mrs. Yanike, a teacher at YPPGI Ayam Elementary School, Akat District, that:

"The problem we are experiencing is limited resources, namely limited administrative staff, so operators are taken from the Education Department, we need to improve the data, we have to go back to the city to meet operators at the service, there are only a few teachers at school, so if we take them as operators, we will have a shortage of teachers, so if There will be someone who will be the operator who will teach, there are only three classrooms, therefore we also lack classrooms. "To overcome these obstacles, schools must have their own operators and additional teachers because there are six groups."

In line with this explanation, Mrs. Akhriani as the operator of YPPGI Ayam Elementary School stated that:

"Yes, it's true that the problem was limited resources so we were appointed as operators. When synchronizing basic education data (dapodik), I as the operator had to wait for the data to be sent from the school to be input. I thought there were six study rooms and six were input at the dapodik, but in reality There are only three, the problem is that some student data is also invalid because the family card has not been active for a long time. To overcome this, the school carries out training activities for teachers or hires reliable administrative staff so that they can help the school, for invalid student data the school visits directly to Cepil because the area where the school is located is difficult to reach due to limited transportation and inadequate internet access. "

From the results of observations, in reality the data in Dapodik does not match the data in the field, namely the amount of student data exceeds that in Dapodik, many students still do not have NISN, the number of teachers is very small, it does not match the various groups, having administrative staff (TU) can be proven. through the following data:

Table 1: Number of students based on NISN and NIK

No	Have nsn/kk		Does not have nsn/kk	
	L	P	L	P
1.	40	20	37	36

Based on the table of the number of students based on NISN and NIK, it can be seen that there are 60 students who have NISN/KK, consisting of 40 male students and 20 female students, while those who do not have NISN/KK are 73 students, consisting of 37 male students. -male and 36 female students.

Table 2: Number of students based on age

Usia	L	p	Total
< 6 Tahun	6	4	10
6-12 Tahun	52	30	82
13-15 Tahun	20	9	29
16 – 20 Tahun	5	4	9
>20 Tahun	2	1	3
Total	85	48	133

Based on the explanation above, it can be interpreted that the Basic Educational Data Management (Dapodik) of YPPK Ayam Elementary School and YPPGI Ayam Elementary School through stages of process, planning, obstacles and solutions can make it clear that the basic educational data management (Dapodik) has many obstacles and obstacles in the form of lack of validating student data, limited resources, lack of study space, so the solution obtained in the opinion above is that it is necessary to carry out resource development activities, collect data and family cards so that they can be activated in dukcapil through schools and must make an application for the procurement of classrooms.

Discussion and Findings

After the researcher collected data from research results obtained from interviews, observations, and documentation, all the data above is research data regarding the management of basic educational data in inland elementary schools at YPPK Ayam Elementary School and YPPGI Ayam Elementary School. The main focus of this research is how the process of compiling the data basic education, how to apply basic education data and what are the obstacles and solutions to compiling basic education data. The discussion and findings obtained are as follows:

1. The process of compiling basic educational data (Dapodik) at YPPK Ayam Elementary School, Akat District, Asmat Regency and YPPGI Ayam Elementary School, Akat District, Asmat Regency

Whereas the process of compiling Basic Education Data (Dapodik) is a series of steps to manage education data, it is necessary to have a process, namely: Dapodik registration, such as schools registering Dapodik accounts and filling in initial data such as school identity, student profiles and teacher profiles. Filling in detailed data, namely the school collects data such as student data, please note that the process of collecting student data which is carried out directly by the school is not so easy, in this case the teacher must explain to each parent that school is very important for the future of students considering that there are still so many people parents of students in the school environment who underestimate the importance of going to school so that teachers must be directly involved in the process of collecting student identities, teacher data, lesson schedules, and infrastructure. Data verification: after the data is collected, the school verifies the data submitted to ensure the accuracy of the data validity, bearing in mind that student data often changes due to the fact that there are still parents of students who enter data in the form of the student's age in order to process receiving assistance from the local government, resulting in data that continuously changes and is invalid. Data that has been verified will be synchronized with the Dapodik system. As stated by Oled Suyitno, A. (2020) stated that Dapodik helps schools manage student, teacher and infrastructure data efficiently. This enables schools to plan better and make the right decisions. In line with Wulandari R (2018), revealed that Dapodik helps increase transparency and accountability in data management in elementary schools, with Dapodik, information regarding the number of students, teachers and school facilities can be easily accessed by related parties. The process of compiling basic educational data carried out by SD YPPK Ayam Akat District, Asmat Regency and SD

YPPGI Ayam Akat District, Asmat Regency is. The first data collection is student data: The information required includes student personal data, such as name, place and date of birth, address, and student identification number. Filling in Student Data: The school fills in student data completely and accurately including information about educational history, classes attended. Teacher Information: Schools also include information about the teachers who teach at the school. This includes personal data, educational qualifications and teaching experience. School Administration: School administration data, such as information on the principal, administrative staff, and school facilities, must also be entered into Dapodik. Schools also collect data on infrastructure and facilities to ensure the availability of classrooms. Data Verification: After all data is collected, the school carries out verification to ensure the accuracy and completeness of the data entered into Dapodik. Data Updates: Schools must regularly update existing data in Dapodik, such as changes in student addresses, changes in teachers, or changes in administrative structure. This process is carried out to collect, validate and manage educational data. The aim of this process is to compile and provide accurate and up-to-date data regarding students, teachers and school infrastructure. And also the process of preparing Dapodik is important to produce accurate and up-to-date data, which can be used for better educational planning and effective decision making.

2. Application of basic education data (Dapodik) at YPPK Ayam Elementary School, Akat District, Asmat Regency and YPPGI Ayam Elementary School, Akat District, Asmat Regency

In applying Basic Education Data (Dapodik) to schools in rural areas, it is important to consider challenges related to internet access, infrastructure and limited human resources. Support from the government and related parties is also very necessary to ensure the successful implementation of basic education data (Dapodik) in rural schools. The application of basic education data (Dapodik) in schools has received support from several experts in the field of education, as stated by Suryani, A. (2020) that the application of Dapodik can help schools manage education data more efficiently and accurately. Fathoni, M. (2019) added that Dapodik allows schools to access and analyze educational data quickly and easily, so that it can support better decision making. Therefore, implementing Dapodik is very important in managing and analyzing educational data quickly. Furthermore, YPPK Ayama Elementary School, Akat District implemented Dapodik as far as it was observed, namely Student data collection: at the time of student registration, it contains all the necessary information. New students are input into the Dapodik system as soon as possible. Filling in Student Data: After registration, the school collects and fills it in. complete and accurate student data. Information such as educational history, classes attended, and academic achievements must be updated regularly. Teacher Information: Schools have databases or systems that record information about teachers in the school. School Administration: School administration information, including the principal, administrative staff, and school facilities, must be recorded in the Dapodik system. This data must also be updated when there are changes. Data Verification: After all the data is collected, the school carries out verification to ensure the accuracy and

completeness of the data. This verification process involves double-checking documents and information that have been previously entered.

The application of basic educational data at YPPGI Ayam Elementary School, Akat District, Asmat Regency is: when accepting new students, parents are present bringing the child and family card and filling in the form that has been provided, each teacher is required to fill in the form and collect the data, each homeroom teacher is required to record the facilities and infrastructure in accordance with the decree given to be responsible for maintaining regional property to make it easier to fill in data on facilities and infrastructure.

Based on the implementation of the Dapodik preparation process above, cooperation between schools, teachers and administrative staff is really needed to ensure accurate and up-to-date data. By having complete and up-to-date data, schools can carry out better educational planning and make effective decisions.

3. Obstacles and solutions to compiling basic education data (Dapodik) at YPPK Ayam Elementary School, Akat District, Asmat Regency and YPPGI Ayam Elementary School, Akat District, Asmat Regency

Obstacles in preparing Dapodik refer to problems or obstacles that arise when collecting, validating and managing education data at the school level. Solutions provide steps that can be taken to overcome these obstacles.

a. Obstacles in preparing Dapodik SD YPPK Ayam Agats District, Asmat Regency.

In the management of basic educational data (Dapodik), YPPK Ayam Elementary School has experienced obstacles that have hampered the dapodik management process so far, namely: limited human resources: YPPK Ayam Elementary School has only 1 administrative staff who doubles as a school operator so the school still lacks administrative staff. Limited internet access: in remote areas, schools find it difficult to get internet access, so administrative staff who double as operators have to send data to the city. The total number of student data is 296, of which 154 are boys and 142 girls compared to the classroom so it can meet the ratio, as well as the number of teachers at school can also meet the needs as homeroom teachers.

YPPK Ayam Elementary School, Akat District, Asmat Regency, whose students are 296 children, 100% of whom should have NISN, but in reality 96.95% of students have NISN, meaning there are still 3.05% who don't have it, so the total is 295 children who have NISN. The obstacle is the students. -The female student already has a family card but is not active in dukcapil. And there are still many students whose age exceeds the age of elementary school children on the family card, namely children aged 16-20 years as many as 31 and over 20 years as many as 1, meaning that the number of children numbering 32 is already more than the age of elementary school children. Then the school has 9 classrooms, 1 teacher's room, 1 principal's room, 1 warehouse, 1 male student's toilet, 1 female student's toilet, 1 male teacher's toilet, 1 female teacher's toilet, meaning that the number of toilets does not match the ratio. student.

Based on the results obtained above, it can be concluded that the obstacles experienced at YPPK Ayam Elementary School are that there are still students who do not have NISN and there are still those whose age exceeds the age of elementary school children, there is still a lack of

administrative staff, and there is still a lack of toilets for students.

b. Solution for compiling basic education data (Dapodik) for SD YPPK Ayam

To overcome the obstacles that occurred, the solution taken by SD YPPK Ayam was to overcome data on students who did not have NISN and also the age of students who had exceeded the age of elementary school children, so the school collected family cards and corrected them in the dukcapil to speed up the data correction process. Likewise, what happens with infrastructure is a shortage of student toilets, so the solution is for the school to work together with the village community to help add student toilets, as well as the school making a proposal for additional facilities at Dapodik and submitting a proposal for additional buildings to the local government.

c. Obstacles in preparing Dapodik for SD YPPGI Ayam, Akat District, Asmat Regency.

In the management of basic education data (dapodik) at YPPGI Ayam Elementary School, there are obstacles, namely limited resources, where the school has 1 administrative staff, but the school operators are taken from the education office, making it difficult to obtain and provide information. Limited internet access means it cannot send data quickly. There are still 73 students who do not have family cards so student data is not yet valid, the school only has 2 teachers so the school cannot run well. There is still a shortage of classrooms, namely the school has 3 classrooms and 1 toilet which is used by teachers and students.

d. Solution for compiling basic education data (Dapodik) for SD YPPGI Ayam.

Thus, the solutions taken by the school are to increase administrative staff and provide training to staff so that they can run the Dapodik application so that they do not depend on operators at the education service. If the school has its own operator, then the way to work with the data on the Dapodik application is by using a local network or offline method. . The school collects family cards to be able to correct the child's age and activates them in the dukcapil so that the data can be corrected as soon as possible in the dapodik system. Likewise, schools can apply for additional teachers to the district government, in this case the Education Department, to increase the number of teachers in schools. For infrastructure, you can collaborate with the village government, regional government and operators to submit applications for additional infrastructure and infrastructure to Dapodik.

The solutions provided can automatically validate in the Dapodik system, strengthen communication and collaboration between schools and the Education Department, as well as ensure policy and system updates, aiming to overcome these obstacles.

Conclusions and suggestions

Based on focus, observation and research results, it can be concluded that:

1. The process of compiling basic educational data (Dapodik) is a series of steps for managing educational data. The process of compiling basic educational data carried out by YPPK Ayam Elementary School, Akat

- District, Asmat Regency and YPPGI Ayam Elementary School, Akat District, Asmat Regency. The first data collection is Student data: Information provided required includes student personal data. Filling in Student Data: The school fills in student data completely and accurately. Teacher Information: information about the teachers who teach at the school. School Administration: such as information on the principal, administrative staff, and school facilities. Data Verification: to ensure the accuracy and completeness of the data entered into Dapodik. Data Update: regularly updates existing data in Dapodik.
2. The use of basic educational data (Dapodik) in schools increases the efficiency and accuracy of handling educational data, making it important to speed up the analysis and management of educational data. The application of basic educational data at YPPK Ayama Elementary School, Akat District and YPPGI Ayama Elementary School, Akat District, Asmat Regency is Student data collection: at the time of student registration. Filling in Student Data: After registration, the school collects and fills in student data completely and accurately. Teacher Information: The school has a database that records information about the teachers in the school. School Administration: School administration information, including principals, administrative staff, and school facilities. This data should also be updated when changes occur. Data Verification: The school carries out verification to ensure the accuracy and completeness of the data.
 3. The obstacles experienced at YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency, are that there are still students who do not have NISN, there are still remaining students whose age exceeds the age of elementary school students, limited human resources in this case, there is still a lack of administrative staff, internet access. limited, administrative staff who also act as operators must and still lack student toilets. To overcome the obstacles that occur, the solution taken by YPPK Ayam Elementary School and YPPGI Ayam Elementary School, Akat District, Asmat Regency is to overcome data on students who do not have NISN and also the age of students who have exceeded the age of elementary school children, the school collects family cards and corrects them in the dukcapil to speed up the data repair process. Adding administrative staff and providing training to staff so they can run the Dapodik application so that they are not dependent on operators at the education service. If the school has its own operator, the way to process data on the Dapodik application is by using a local network or offline method. Likewise, what happens to infrastructure facilities is a shortage of student toilets, so the solution is for the school to work together with the village community to help add more student toilets.
2. Adha FLY, Hamzah ML, Maita I, Megawati, Marsal A. Analysis of Dapodik User Acceptance for Primary Schools in Tampan District Using the TAM and EUCS Models. *J Sci Technol Ind*,2021:18(2):196–205.
 3. Andini A, Syahrani S. School Management Strategy in Developing Dapodik Information on the Internet. South Kalimantan: *J School Manag Strategy*. [Accessed April 26, 2024]. Available from: <https://adisampublisher.org/index.php/edu/article/view/7>.
 4. Aulia F. Analysis of Factors That Influence the Performance of School Operators in Managing Basic Education Data in State Elementary and Middle Schools in the Sapurano District. Wonosobo Regency: *J Basic Data Manag Educ*, 2020. [Accessed April 26, 2024]. Available from: <http://lib.unnes.ac.id/42885/1/1102416042%20-20Firda%20Auliya.pdf20-20Firda%20Auliya.pdf>.
 5. Destiarini D. Analysis of the DAPODIK SD Application Version 2022 Using the Usability Testing Method. Baturaja University: *J Inf Technol*. [Accessed April 26, 2024]. Available from: <https://journalunbara.ac.id/index.php/INTECH/article/view/1172>.
 6. Firdaus PIAF, Fauzi A, Qosim N. Management Information System at SD Negeri 01 Asembakor Kraksaan Probolinggo. *J Educ Extens*,2022:4(4):3031–3035. doi:10.31004/jpdk.v4i4.5984.
 7. Fitriah AN, Hadisaputro EL, Setyaningsih E. Aestimatio Dapodik Systematis Informationis apud SDN 023 Penajam Paser Utara Usability Testis Methodus utens. *JURIKOM*,2022:9(2):456–463.
 8. Hutagalung HI, Sianturi BJ. Education Management. Bandung: Widina Media Utama, 2022.
 9. Indar. A glance at Dapodik. *J Large Educ Qual Assur Instit*. [Accessed April 26, 2024]. Available from: <https://2022.lpmjpateng.go.id/sekilas-tangandapodik>.
 10. Laily IN. Understanding Management According to Experts and Its Characteristics. [Accessed April 26, 2024]. Available from: <https://katadata.co.id/intan/ekono-pedia/pengertian-manajemen>. Muhyarsyah TH, Sari EN. Implementation of School-Based Management in Improving Performance. Medan: Muhammadiyah University of North Sumatra: 2019.
 11. Manurung R. Management of Infrastructure at Public Elementary School 1 Prabumulih City, PGRI University, Palembang. South Sumatra: *J School Facil Manag*. [Accessed April 26, 2024]. Available from: <https://journal-uny.ac.id/index.php/jmp/article/view/33747>.
 12. Pambudi G. Dapodik: Definition, Functions, Benefits and Terms. *Wartaguru*,2022. [Accessed April 26, 2024]. Available from: <https://wartaguru.id/dapodik-pengertian-function-besardan-term>. Rahmatunnisa R. Implementation of Management Information Systems in Schools. *Pijarschool: SIM article*. [Accessed April 26, 2024]. Available from: <https://pijarschool.id/sistem-manajemenschool-sim-school-panduan-complete>.
 13. Saputra A. Management of Data Collection and Mapping Activities. Public Sector Management Concentration. Palembang City: Sriwijaya University, 2019.

References

1. Afriani R. Analysis of the Utilization of DAPODIK in the Implementation of School Administration. Medan: North Sumatra State Islamic Institute, 2021.

14. Faint S, Rudiyanasyah S, Saiful IS. Utilization of Basic School Education Data to Influence the Formulation of Regional Government Policy for the Education Service. Biak Regency: J Using Basic Educ Data. [Accessed April 26, 2024]. Available from: <https://journalunismuh.ac.id/index.php/equilibrium/article/view/5230>.
15. Sari AMA, Rahardjanto A. Analysis of the Role of Non-Permanent Teachers (GTT) as Teachers and School Personnel in the Sanankulon District. J Role Anal Non-Perm Teachers. [Accessed April 26, 2024]. Available from: <http://202.52.52.6/index.php/jkpp/view/12051>.