

Implementation of the Madrasah Digital Report Information System Management (RDM) in Learning Evaluation

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Abstract:

The advancement of information technology encourages madrasahs to adopt digital systems in the management of academic data, one of which is the Digital Report Card of Madrasah (RDM) that is expected to improve the efficiency, accuracy, and effectiveness of learning evaluation. This study aims to analyze the implementation of the management of the Digital Report Card of Madrasah (RDM) at MAN 1 Pangandaran, including policies, implementation practices, successes, challenges, and its impact on learning evaluation. The method used in this research is descriptive qualitative, with data collection techniques through observation, interviews, and documentation with the head of the madrasa, teachers, operators, and class guardians. The results of the study indicate that the use of RDM is technically in accordance with the guidelines and facilitates the assessment process, but has not fully achieved its main objectives due to user adaptation challenges, infrastructure limitations, and human resource readiness. It can be concluded that RDM brings positive innovation to the learning evaluation system, but its effectiveness depends on resource readiness and infrastructure support. Continuous improvement and intensive training are needed so that the potential of RDM in enhancing the quality of education in madrasahs can be maximized.

Keywords: *Digital Report Card of Madrasah, Learning Evaluation, Educational Management, Information Technology.*

Abstark:

Kemajuan teknologi informasi mendorong madrasah untuk mengadopsi sistem digital dalam proses pengelolaan data akademik, salah satunya melalui Raport Digital Madrasah (RDM) yang diharapkan meningkatkan efisiensi, akurasi, dan efektivitas evaluasi pembelajaran. Penelitian ini bertujuan untuk menganalisis implementasi manajemen Raport Digital Madrasah (RDM) di MAN 1 Pangandaran, meliputi kebijakan, praktik pelaksanaan, keberhasilan, kendala, serta dampaknya terhadap evaluasi pembelajaran. Metode yang digunakan pada penelitian ini yaitu metode kualitatif deskriptif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi dengan kepala madrasah, guru, operator, dan wali kelas. Hasil penelitian menunjukkan bahwa penggunaan RDM secara teknis sesuai pedoman dan mempermudah proses penilaian, namun belum sepenuhnya mencapai tujuan utama karena kendala adaptasi pengguna, keterbatasan infrastruktur, dan kesiapan sumber daya manusia. Dengan itu dapat disimpulkan bahwa RDM membawa inovasi positif dalam sistem evaluasi pembelajaran, tetapi efektivitasnya bergantung pada kesiapan sumber daya dan dukungan infrastruktur. Diperlukan perbaikan berkelanjutan dan pelatihan intensif agar potensi RDM dalam meningkatkan mutu pendidikan di madrasah dapat berjalan dengan maksimal.

Kata Kunci: *Raport Digital Madrasah, Evaluasi Pembelajaran, Manajemen Pendidikan, Teknologi Informasi,*

1. INTRODUCTION

The advancement of information technology has transformed the paradigm of

academic data management in educational institutions, including in madrasah institutions, which are currently required to adopt digital systems to improve the efficiency, accuracy, and transparency of assessment and learning evaluation (Hambali, 2021). The Ministry of Religion responded to this increasingly developing technological advancement by launching the Madrasah Digital Report Card (RDM) system as a refinement of the previous application, namely the Digital Report Card Application (ARD), which aims to facilitate the management and reporting of student learning outcomes quickly, accurately, and in an integrated manner (Sanusi & H.A. Rusdiana, 2017), (Ilmi, I., Supriadi, P., & Sugiarti, A. 2023). However, in the field, the implementation of RDM does not always run smoothly. At MAN 1 Pangandaran, for example, although RDM has been used since the 2019/2020 academic year, the learning evaluation process still faces obstacles, such as user adaptation, infrastructure limitations, and the unpreparedness of human resources. This condition indicates the need for an in-depth study regarding the effectiveness of RDM implementation on learning evaluation.

Based on this phenomenon, this research has three main problem formulations: (1) How is the policy for implementing RDM on learning evaluation at MAN 1 Pangandaran? (2) How is the analysis of RDM implementation in supporting the learning evaluation process at the madrasah? (3) What are the advantages and weaknesses of RDM in the context of learning evaluation at MAN 1 Pangandaran? These questions are formulated to obtain a comprehensive picture of RDM implementation practices and the factors that influence its success.

The objectives of this research are to describe the policy and implementation of RDM at MAN 1 Pangandaran, identify the successes and obstacles faced, and assess the contribution of RDM to improving the quality of student learning outcome assessment. This research is expected to provide evidence-based information that is useful for policymakers, madrasah managers, and education practitioners in designing strategies for optimizing the utilization of digital technology for learning evaluation.

This research contributes to the development of Islamic education management studies, particularly in the field of digital-based education information system management. This study fills a research gap because there are still limited studies that simultaneously discuss policy, technical implementation, and evaluation of RDM effectiveness at the senior high school madrasah level. The results of this research are expected to enrich the literature on the integration of information technology in the education assessment system, as well as become a reference for other madrasahs that will or are currently implementing RDM.

2. RESEARCH METHOD

This research uses a qualitative approach with a descriptive method to obtain an in-depth picture of the implementation of Madrasah Digital Report Card (RDM) management in learning evaluation at MAN 1 Pangandaran. The research object is the policy, implementation practices, as well as the advantages and weaknesses of RDM at the madrasah. The research subjects include the head of the madrasah, the deputy head for curriculum, subject teachers, homeroom teachers, and RDM operators, who were selected purposively based on their direct involvement in the management and use of the system.

Data collection was carried out through direct observation of the use of RDM in the madrasah environment, in-depth interviews with selected informants to explore their perspectives and experiences, and documentation of guidelines, reports, and archives related to RDM implementation. The collected data reflects the actual process from the planning stage to the evaluation of RDM implementation at the madrasah.

Data analysis was carried out interactively with steps of data reduction, data display, and conclusion drawing, so that the findings produced represent field conditions factually. Data validity was strengthened through source and technique triangulation to ensure the accuracy and consistency of information. This procedure allows the researcher to produce a complete and credible picture of the effectiveness of RDM in supporting learning evaluation.

3. RESULTS

A. Policy Regulations for the Implementation of Madrasah Digital Report Card (RDM) on Learning Evaluation at MAN 1 Pangandaran.

This research found that MAN 1 Pangandaran has implemented the RDM usage policy since the 2021/2022 academic year as a response to the circular letter from the Ministry of Religion. This transition marks a change from a manual to a digital system in student assessment reporting. This policy has broad implications on the governance of evaluation instruments at the madrasah level, requiring all educators to master digital technology for the assessment administration process. The planning process was carried out through coordination among the head of the madrasah, the deputy for curriculum, operators, and teachers who prepared implementation strategies, human resource training, as well as readiness of infrastructure and application devices (Fajrin & Machali, 2023).

Conceptually, this policy becomes the foundation for modernizing education information management that is more accurate, measurable, and transparent. The use of RDM is not merely reporting, but also becomes an instrument of accountability and efficiency in accordance with the principles of technology-based education management recommended by Stoner and Haag's information system management theory (Pratama et al., 2022). This digitalization policy is in line with national education goals that prioritize equitable access, transparency, and accountability in the assessment of student learning outcomes.

B. Analysis of Madrasah Digital Report Card (RDM) Implementation on Learning Evaluation at MAN 1 Pangandaran

The findings indicate that the implementation of RDM at MAN 1 Pangandaran takes place through several stages: planning, implementation, data storage, and evaluation. In the planning stage, the madrasah ensures the readiness of hardware and software, as well as conducts intensive training for teachers and operators (Warsah, 2022). The implementation stage involves the use of Excel templates and digital grade input by all teachers, utilizing a local server that guarantees data security. The operator is tasked with validating and locking data before it is printed into student report cards, while the homeroom teacher adds attitude descriptions and student attendance as part of the assessment report (Salsabila, Ana Maritsa Unik Hanifah, et.al 2021).

The data storage and evaluation process emphasizes the integration of RDM data with EMIS, so that student data can be retrieved automatically, saving time and increasing the validity of information (Aisidah & Anam, 2020). The evaluation data is used as a basis for academic decision-making and curriculum development, as well as for monitoring and reflecting on the learning process. Data interpretation is carried out collaboratively among teachers, homeroom teachers, and the curriculum team in evaluation meetings, and is used to identify remedial needs, enrichment, as well as learning development strategies (Agisna et al., 2023).

Overall, these academic findings emphasize the main contribution of RDM in

streamlining assessment administration and creating a comprehensive learning evaluation ecosystem. The digitalization process facilitates monitoring, increases transparency, and accelerates grade reporting, which ultimately impacts the improvement of education service quality (Nuraini et al., 2022). Thus, the implementation of RDM at MAN 1 Pangandaran becomes a concrete example of how management information systems can improve assessment governance in educational institutions.

C. Advantages and Weaknesses of Madrasah Digital Report Card (RDM) on Learning Evaluation at MAN 1 Pangandaran

This research identifies a number of main advantages of RDM usage, namely administrative efficiency, ease of access to grade data, integration with the EMIS system, as well as the richness of detailed reporting features. This system allows student grade reports to cover aspects of knowledge, skills, attitudes, and attendance records, so that parents better understand their child's development in learning. In addition, the digital system reduces the risk of human error and accelerates reporting speed (Sumarto & Harahap, 2021).

However, major challenges were also found, such as dependence on network and electricity infrastructure, limited teacher access to technology, and the absence of direct access for parents to the RDM application. Administratively, the incompleteness of official documentation (circular letters) becomes an obstacle that potentially hinders institutional accountability and external evaluation. Human resource limitations, particularly teachers who are less familiar with technology, require continuous training so that RDM implementation can run optimally.

4. DISCUSSION

A. Policy for the Implementation of Madrasah Digital Report Card (RDM) on Learning Evaluation at MAN 1 Pangandaran

Based on the research results, it is known that MAN 1 Pangandaran began implementing the Madrasah Digital Report Card (RDM) since the 2021/2022 academic year as a follow-up to the policy of the Ministry of Religion of the Republic of Indonesia regarding the digitalization of the assessment system in madrasahs. This policy is a strategic step in improving the quality of learning evaluation governance through the utilization of information technology.

The policy implementation was initiated with a coordination process between the head of the madrasah, the deputy head for curriculum, operators, and subject teachers. This coordination was carried out to compile planning, prepare infrastructure, and improve teacher competence through RDM application usage training. This shows that the success of implementing a policy is not only determined by the existence of regulations, but is also influenced by the readiness of human resources and supporting facilities.

This finding is in line with the research of Fajrin and Machali (2023) which states that the implementation of digital policies in educational institutions requires careful planning, organizational readiness, and support from all school elements so that the policy can run effectively.

In addition, from the Management Information System perspective, the implementation of RDM has fulfilled the main function of an information system as stated by Stoner and Haag, namely providing accurate, fast, relevant information that can be used as a basis for decision-making. In the context of learning evaluation, RDM not only functions as a grade storage medium, but also as a system that supports the management of academic information effectively, transparently, and accountably.

Thus, the implementation of the RDM policy at MAN 1 Pangandaran shows that the digitalization of assessment administration is able to improve the quality of education governance while supporting the digital transformation program being developed by the Ministry of Religion.

B. Analysis of Madrasah Digital Report Card (RDM) Implementation on Learning Evaluation at MAN 1 Pangandaran

The research results show that the implementation of RDM at MAN 1 Pangandaran has run through four main stages, namely planning, implementation, data storage, and learning outcome evaluation. These four stages are interrelated so as to produce a more systematic learning evaluation system compared to the manual assessment system.

In the planning stage, the madrasah prepared computers, internet networks, local servers, and provided training to teachers and operators regarding the use of the RDM application. This preparation is an important factor in reducing system usage errors when the grade input process takes place.

The implementation stage is carried out by teachers inputting grades through Microsoft Excel templates which are then uploaded into the RDM application. Subsequently, the operator carries out a validation process before the data is locked and printed into a digital report card. In addition to academic grades, the homeroom teacher also completes data in the form of attitude descriptions, attendance, and student development notes so that the learning outcome report becomes more complete.

This finding supports the research of Warsah (2022) which explains that the success of education information system implementation is greatly influenced by technology readiness and human resource competence. Likewise, the research of Salsabila et al. (2021) which states that the digital report card system is able to improve the effectiveness of assessment administration while minimizing errors in data processing.

In the data storage stage, the integration between RDM and the EMIS system provides the advantage of automatic student data synchronization. This condition accelerates the administration process while improving data validity because teachers no longer need to manually input student identities. This finding is in accordance with the research of Aisidah and Anam (2020) which states that the integration of education information systems is able to improve the efficiency of academic data management.

Furthermore, the research results show that the data generated through RDM is utilized as a basis for learning evaluation by teachers, homeroom teachers, and the curriculum team. Grade information is used to determine remedial programs, enrichment, as well as to evaluate the learning process that has been implemented. Thus, RDM not only functions as a learning outcome reporting tool, but also as a decision-making instrument in improving the quality of learning.

This research result strengthens the opinion of Nuraini et al. (2022) which states that digital-based assessment information systems are able to improve the quality of education services through the provision of fast, accurate, and precise information.

C. Advantages and Weaknesses of Madrasah Digital Report Card (RDM) on Learning Evaluation at MAN 1 Pangandaran

Based on the research results, the implementation of the Madrasah Digital Report Card has various advantages that provide a positive impact on the learning evaluation process. One of the main advantages is the increased efficiency of assessment administration. Teachers no longer carry out manual grade calculations because the system automatically processes grades based on predetermined assessment components.

In addition, the RDM system is integrated with EMIS so that student identities can be retrieved automatically. This integration is able to reduce data input errors and accelerate the report card compilation process. The learning outcome reports produced are also more comprehensive because they contain aspects of knowledge, skills, attitudes, as well as complete student attendance data.

This finding is in line with the research of Sumarto and Harahap (2021) which states that the implementation of digital report cards is able to improve school administration effectiveness, accelerate the preparation of learning outcome reports, and minimize human error in data processing.

Nevertheless, this research also found several weaknesses in RDM implementation. The main obstacle is the system's dependence on internet networks, servers, and stable electricity supply. When network disruptions occur, the process of inputting or synchronizing data becomes hampered, thus affecting the completion of assessment administration.

In addition to infrastructure factors, teachers' ability to operate information technology is still a challenge. Not all teachers have the same digital competence, so periodic training is needed so that all teachers can utilize the application optimally.

This research also found that parents of students do not yet have direct access to the RDM application. This condition causes the utilization of the system to still be limited to internal madrasah parties, so that information transparency to parents is not yet running optimally. In addition, the incompleteness of internal policy documentation regarding RDM implementation is also one of the obstacles in supporting madrasah administrative accountability.

Therefore, improving the quality of RDM implementation requires support from various parties, both through improving teacher competence, strengthening technology infrastructure, perfecting internal regulations, and developing system features so that they can be accessed by parents of students. Thus, the main goal of assessment digitalization to realize an effective, efficient, transparent, and accountable learning evaluation system can be achieved optimally.

5. CONCLUSION

The conclusion of this research is that the implementation of the Madrasah Digital Report Card (RDM) at MAN 1 Pangandaran has run according to technical guidelines and has provided a positive impact in the form of time efficiency, improved assessment accuracy, and transparency of learning outcomes. However, the goal of RDM to create a fast, accurate, effective, and efficient evaluation system has not been fully achieved due to obstacles in user adaptation, infrastructure limitations, and human resource readiness. These findings answer the problem formulations regarding policy, implementation practices, as well as the advantages and weaknesses of RDM, while fulfilling the research objectives to describe RDM implementation comprehensively.

This research reinforces the understanding that the success of educational technology innovation depends on the integration of policy, infrastructure readiness, and user competence. Practically, the research results can become a reference for madrasah managers and policymakers in designing training, technical support, and change management strategies for RDM optimization. The limitation of this research lies in the scope of a single case study in one madrasah, so that generalization of results needs to be done carefully. Further research is recommended to expand the study location and measure the impact of RDM on student learning achievement quantitatively to provide a more comprehensive picture.

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