



# An Evaluative Study Of the use SIM (Management Information System) In Integrated Islamic Schools

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**Keywords:**

*Management Information System, Evaluation, Integrated Islamic School*

**ABSTRACT:**

*This study aims to evaluate the use of Management Information System (MIS) in Integrated Islamic Schools (SIT) as an effort to improve the quality of education services. SIM is expected to be able to help the administrative process, data management of students, teachers, and finances more efficiently. The research method used was descriptive evaluative with qualitative and quantitative approaches. Data were obtained through observations and interviews distributed to teachers, education personnel and school principals. The results showed that the use of SIM has been quite helpful in managing academic and financial data, but there are still obstacles such as limited human resource competence in operation, limited infrastructure, and lack of system integration. The recommendations of this study are the need for continuous training, development of features that suit the needs of Islamic schools, and strengthening information technology infrastructure.*

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## INTRODUCTION

The rapid development of information technology has encouraged various educational institutions to adopt digital systems in managing academic and administrative activities. One form of digital transformation is the implementation of Management Information Systems (MIS) in schools. SIM plays an important role in improving the efficiency of managing data on students, teachers, finance, curriculum, as well as internal and external school communications. The existence of SIM not only facilitates the administrative process, but also becomes a strategic instrument in making accurate and real-time data-based decisions.

Etymologically, the system comes from the word *sistema* in Greek which means, (1) a unit composed of many parts; (2) the relationship between one and the other in an orderly manner. U. Saifullah defines a system as a set of parts or components that are interconnected with each other in an orderly manner in one whole.<sup>1</sup>

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<sup>1</sup>U. Saifullah, Islamic Education Management, (Bandung: CV. Pustaka, 2012), p. 69

The word system is often combined with other words to form a phrase, such as accounting information system, pharmacy information system, marketing information system, management information system and so on.

Phrases containing the word system are often found in the world of management with the term Management Information System (SIM). Some experts have not agreed on the unification of the meaning of SIM, for example, some conclude that SIM is a means of reference for decision making, SIM as an information processing system or limited to information systems only, or as a system that supports management functions or assists the work of the Staff. Therefore, one opinion cannot be used as a benchmark to interpret the true meaning of management information systems.<sup>2</sup> To understand SIM, it is necessary to examine various expert opinions.

According to Stoner in Helmawati, SIM is a formal method for presenting precise and accurate information for management which is needed to facilitate decision making, and increase effectiveness in carrying out management functions (planning, actuating, controlling, evaluating).<sup>3</sup>

Lukman Hakim concluded that SIM is an integrated human and machine system that provides information to support the functions of management operations and decision making in organizations.<sup>4</sup>

Another simpler definition according to Mohamad Miftah is that SIM is an application of information systems in organizations to support the information needed by each level of management.<sup>5</sup>

Referring to several definitions that have been put forward by experts, researchers conclude that a management information system is a set of systems that combine humans and machines that can increase effectiveness and efficiency in collecting, processing and presenting information, supporting management functions, communication, operational activities including instructional activities and facilitating decision making.

Integrated Islamic Schools (SITs) as educational institutions that integrate the national curriculum with Islamic values face more complex challenges. Not only are they required to excel academically, SITs must also foster students' character and spirituality through Islamic activities such as memorizing the Qur'an, congregational prayer, and moral development. Therefore, the

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<sup>2</sup>Jimmy L. Gaol, *Management Information Systems Understanding and Application*, (Jakarta: PT Grasindo, 2008), pp. 14

<sup>3</sup>Helmawati, *Management Information System for Islamic Education*, (Bandung: PT. Remaja Rosdakarya, 2015), pp. 21

<sup>4</sup>Lukman Hakim, *Basic Principles of Management Information Systems complemented by Basic Theories of Educational Management Information Systems*, (Jambi: CV Timur Laut Aksara, 2019), pp. 39

<sup>5</sup>Mohamad Miftah et al, *Education Management Information System Book I*, (Banyumas: Zahira Media Publisher, 2021), p. 22

implementation of SIM in SIT is not enough if it only focuses on academic and administrative aspects. The system used must be able to accommodate the unique needs of integrated Islamic education.

However, in practice, many SITs have not optimized the function of SIM to its full potential. Problems that often arise include the limited features of SIM in supporting Islamic activities, low digital literacy among teachers and staff, and lack of ongoing technical training. In addition, the absence of information system standards specifically designed for SITs is also a factor inhibiting effective implementation.

Therefore, it is important to conduct an evaluative study on the use of SIM in Integrated Islamic Schools. This evaluation aims to identify the extent to which SIM has functioned optimally, the challenges faced in its implementation, as well as strategic recommendations for the development of a more relevant and contextual system for SIT needs. The results of this study are expected to make a real contribution in encouraging a more structured and impactful digitalization of Islamic education.

## **RESEARCH METHODOLOGY**

This research uses a qualitative approach. The method used is a descriptive approach. Data was obtained by conducting in-depth interviews, observation, and documentation used to explore the supporting and inhibiting factors of SIM implementation. The research was conducted at Al-Hikmah Integrated Islamic School (SIT), an Islamic-based educational institution that integrates the national curriculum with Islamic values. The school has been using a web-based Management Information System (MIS) for the past 3 years. The SIM includes various modules, such as an academic management, finance, student attendance, teacher and employee management, and parent-teacher communication. The research subjects in the evaluation study on the use of SIM in an Integrated Islamic School were 30 respondents consisting of principals, teachers, staff and parents.

The author uses a semi-structured interview type. Semi-structured interviews are a type of interview whose implementation is freer when compared to structured interviews. the purpose of this research is to get as much information as possible about how SIT Al-Hikmah stakeholders implement information systems, so the interview process must be carried out in depth to get all the necessary information. Data collection through documentation is carried out through analysis of planning documents. In this study, the type of observation carried out is hidden or unobtrusive observation (non-obtrusive). The qualitative data were analysed through data reduction, data presentation, and conclusion drawing.

## **RESULT AND DISCUSSIONS**

Education program evaluation is carried out through several stages. Broadly speaking, these stages include: the preparation stage of program evaluation, the implementation stage of program evaluation, and the monitoring stage of program implementation.

1. Preparation for program evaluation is in the form of preparing an evaluation design, preparing evaluation instruments, validating the number of samples needed in evaluation activities, and equalizing perceptions between evaluators before data collection. An evaluator must know the program and the success criteria of the evaluation program. After knowing the objectives and criteria for program success, an evaluator can only determine the methods, tools, objectives and schedule for evaluating the education program to be implemented. Systematics or components that must be present in the evaluation of educational programs are outlined as follows: background of the problem, problematics, evaluation objectives, population and sample, instruments, and data sources.
2. Implementation of program evaluation in order for the process of implementing educational program evaluation to run well, data collection tools can be used, as follows: a. Collecting data with tests b. Collecting data with observation c. Collecting data with interviews e. Collecting data with document and artifact analysis methods. f. Monitoring the implementation of program evaluation. Monitoring the implementation of program evaluation.

Most respondents rated the SIM as easy to use, but there are still problems in access when the internet network is unstable. The SIM is considered capable of presenting academic and financial data accurately, but the reports do not fully meet the needs of school management. Technical services from the developers are still limited, so when technical problems occur, the school often has difficulty resolving them. Teachers and administrative staff stated that the SIM helps speed up work, but some are still not used to it. The level of user satisfaction is in the "moderately satisfied" category. SIM contributes to improving the efficiency of data management, financial transparency and communication with parents, although it is not yet fully optimized.

The evaluation shows that the use of SIM at SIT Al-Hikmah has a positive impact on administrative effectiveness and transparency. However, full success is still hindered by: lack of continuous training for teachers, reliance on outside vendors for maintenance and low participation of parents in utilizing communication features. Therefore, it is important to strengthen internal training and build a school IT team to make the system more self-sufficient and sustainable.

3. **Monitoring and Follow-Up Stage** The final stage in education program evaluation is monitoring and follow-up, which ensures that the findings from the evaluation process are not merely documented but also acted upon. Monitoring is conducted continuously to identify whether the recommendations from the evaluation have been implemented correctly and whether they bring significant improvement to the education program.

At this stage, the school management should:

- Review the evaluation results to identify priority areas for improvement.
- Develop an action plan that includes concrete steps, responsible persons, and a timeline for implementation.
- Conduct periodic monitoring to assess progress and identify obstacles encountered during implementation.
- Document and report improvements to all stakeholders, including teachers, administrative staff, parents, and school committees, in order to maintain transparency and accountability.

Continuous monitoring is crucial because it ensures that the School Information System (SIM) continues to meet the dynamic needs of school operations. Regular updates and maintenance must be planned systematically to avoid technical disruptions.

4. The findings indicate that the SIM has already contributed positively to administrative efficiency, data transparency, and communication with parents, yet several weaknesses need to be addressed. These results align with previous studies on digitalization in education, which state that technology adoption alone is insufficient without adequate human resource development and infrastructure support.

- **Training and Capacity Building** Teachers and staff who are not yet fully accustomed to the system require continuous and structured training. This capacity-building process can be done through workshops, peer mentoring, and online tutorials to reduce dependency on external vendors.
- **Technical Support and Infrastructure** A dedicated school IT support team would help reduce downtime when problems occur, ensuring that critical administrative tasks are not delayed. In addition, ensuring a stable internet connection should be a top priority for optimal system performance.
- **Parental Engagement** Increasing parent participation in using SIM communication features can strengthen collaboration between school and home. Socialization sessions, parent training, and user-friendly interfaces will encourage parents to access information more actively.

- Sustainability of the System For long-term sustainability, the school should consider gradually developing internal capacity to manage updates, security, and data backup independently, reducing dependence on third-party developers.

## CONCLUSION

Based on the results of the assessment of the context, input, process, and product, the analysis shows that the implementation of SIM is very good for all indicators. The results showed that SIM is recommended as a school information system. In general, the principal of SIT Al-Hikmah has carried out the management of school information system implementation well in the functions of planning, organizing and implementing as evidenced by the existence of planning steps documented in the planning document, the existence of a clear division of tasks and responsibilities, the successful implementation of inputting data. SIM implementation has many supporting factors such as foundation support, human resource capabilities and easy-to-use information system applications. However, SIT Al-Hikmah also has inhibiting factors, namely the lack of participation of parents due to lack of socialization and their busy schedules. The implementation of this SIM was successful with a very good performance category by meeting the criteria for completeness of information systems and satisfaction with information systems. The technology factor did not get a good response due to their ignorance of the programming language information and standards used in this information system

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