
The Role of School Operators in Data and Information System Management and Service to Improve School Quality

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Abstract

Education today requires a foundation that must be built, namely realizing its position as a producer of educational services. Schools must understand well the increasingly complex needs of society, especially following the very rapid development of IT information. The research with the title "the role of school operators in managing information data systems as quality assurance of education services has a problem formulation what is the role of school operators in managing information data systems as education quality assurance, the process of managing data and information systems as quality assurance, and What is the relationship between school operators and the process of managing data and information systems with the quality of education services. The purpose of this study was to determine the role of school operators in managing information data systems as a guarantee of the quality of education services, along with the relationship between school operators and the process of managing data and information systems with the quality of education services. The object of this research is focused on the role of school operators in managing information data systems as a guarantee of the quality of education services. This research is descriptive qualitative which describes based on what it is. The result of this research is that the operator's role in managing the information data system is an indicator of the quality of education services. The relationship between them is symmetrical because the task of the service does not rely on the operator alone.

INTRODUCTION

Education has a very strategic role, because education determines the quality of human resources. The achievement of educational goals is very dependent on the skills and wisdom of the principal as a leader. The principal is a professional official in the school organization, whose job is to manage school resources and collaborate with teachers, staff, and other employees in educating students to achieve educational goals (Suryana Saputra, 2020).

Education today requires a foundation that must be built, namely realizing its position as a producer of educational services (producers). Educational institutions must understand well the increasingly complex needs of society, especially followed by the very rapid development of information technology. The most critical consumer of educational institutions is the business world. At the beginning of the 21st century, the world of education in Indonesia has four major challenges, namely (1) the era of globalization, (2) multi-crisis, (3) regional autonomy, and (4) expectations or demands of parents (society) for quality education. . Education is very important for humans because with education humans are able to make themselves qualified, intellectual and far from stupid.

Quality management in education is a way of managing all educational resources, which are directed so that all people involved in it carry out their duties with enthusiasm and participate in improving the implementation of work so as to produce services that match or exceed consumers. To realize the quality of education as expected by various parties (stakeholders), the Total Quality Management System (TQM) is one of the strategies in managing stakeholder-oriented quality which is carried out systematically, gradually, thoroughly, and sustainably to achieve customer satisfaction by high quality, of course, the quality that is meant here is the quality of educational services starting from early children entering school, the KBM process, until graduating from school and the output can be received at the next level.

In the world of education, especially in schools in teaching and learning activities (KBM), not only the role of school principals, teachers and students as an indicator of the success of the quality of education, but also the role of community members who devote themselves as educational staff, one of which is the role of school operators in management and service. information data system to run effectively and efficiently. In accordance with Permendiknas No. 24 of 2008 concerning several supporting elements for schools, one of which is the education staff. School education staff has been regulated and the Minister of National Education Regulation concerning "School/Madrasah Administrative Personnel Standards". Referring to the regulation, it means that the school has the authority to recruit administrative staff to assist and support school activities to encourage school quality.

Regulation of the Minister of National Education Number 24 of 2008 concerning Standards for School/Madrasah Administrative Personnel explains that school/madrasah administrative staff consist of the head of school/madrasah administrative staff, executives

of affairs, and special service officers. The administrators of the administrative affairs include the executives of: personnel administration, financial administration, infrastructure administration, public relations administration, correspondence and archives administration, student administration, curriculum administration, and general administration for SD/MI/SDLB.

Special service officers, including school guards, gardeners, drivers and janitors. Based on these regulations, to be appointed as school/madrasah administrative staff, a person is required to meet the nationally applicable school/madrasa administrative staff standards. Schools and several elements in it, including administrative management, must have a system that keeps up with the times, even more so in the era of revolution 4.0 which demands all system-based services. In this condition, schools must be aware that they are not just accepting, processing and graduating students, but there are things that are important to be part of, namely services and administrative management that are integrated and in accordance with the times.

The running of educational institutions certainly needs money, especially in quality educational institutions, especially in terms of internet quotas, (Rahmatullah, AS, et al., 2020) to be more credible and accountable in terms of financing and assessing education costs, both of which must be internet-based (online). , (Syahrani, S. 2021) schools whose financing and even assessment are always internet-based (Syahrani, S. 2022) are considered more advanced in terms of management (Syahrani, S. 2022) because organizations with this model look more prepared to face the times (Syahrani, S. 2022) and is considered ready to compete with the outside world, (Shaleha, Radhia, and Auladina Salihah., 2021) because they are used to and adapt to

METHODS

In this study, the researcher used a qualitative type of research. This qualitative research is research that uses a natural setting with the aim of understanding the phenomena of what is experienced by the research subject holistically (whole), by describing the data in the form of words and language and by utilizing various natural methods. Researchers use this type of qualitative research.

According to Tohirin, qualitative research is "research that seeks to build the views of people who are examined in detail and formed with words, holistic (thorough and deep) and complicated pictures." data sources, the expected results are all unclear. The research design is still temporary and will develop after the researcher enters the research object. In addition, in looking at reality, qualitative research assumes that reality is holistic (comprehensive), dynamic, cannot be separated into research variables. Thus, in this qualitative research, it is not possible to develop research instruments before the problem

under study is completely clear. Therefore, in qualitative research "the researcher is the key instrument". So the researcher is a key instrument in qualitative research (Purwanto, 2010).

RESULTS AND DISCUSSIONS

The results of the studies that have been carried out, there are findings in this study, the role of school operators in managing data and information systems to run effectively and efficiently which cannot be separated from several understandings and parts that are considered supportive in the role of school operators in education including:

Definition and Functions of School Operators

The operator is a staff in charge of dealing directly with a system at the elementary school with computer media, his job is to input student data, teacher data, subject schedule data, and so on. The system they use is still semi-computer with MS. Word and MS. Excel to recap the data. The disadvantage of this system is that there is no data storage with a database system, so if you need data quickly, it will take a long time to get it. One of the materials provided is about a web-based Management Information System, which is a system used to process and organize data and information that has benefits and is useful to support data processing, for example recapitulating teacher data and so on.

School operators are part of the educational staff, while educational staff are community members who are dedicated and appointed to support the implementation of education, or educational staff in the educational process plays a strategic role, especially in efforts to shape the character of the nation through the development of the desired personality and values.

Nawawi describes administrative staff or non-educational/non-teaching staff, namely personnel who are not directly tasked with realizing the learning process, including administrative staff, laboratory staff, finance, drivers, messengers, library staff and others. Administrative or administrative staff are staff who carry out administrative technical tasks with their respective educational backgrounds and expertise backgrounds. School operators are administrative staff who are tasked with providing administrative service support related to data collection so that the educational process in schools is carried out, they are non-teaching staff who work in schools (Nawawi Hadari, 2015).

All school operator activities certainly use computers or software in charge of controlling and managing hardware and also basic system operations, including running application software such as data processing programs that can be used to facilitate human activities. From such a heavy task, an operator must of course have adequate competence in operating a computer. The competencies of an operator are as follows: (1) understand and understand data and input data, (2) master data processing software (microsoft office), (3) understand and understand the Dapodik system, and (4) understand and understand computer systems. In a previous study conducted by Budi Nugroho (2016), it was found

that there was a significant contribution of school operator competence to the performance of school operators and a significant contribution of the principal's leadership to the performance of school operators. In other words, measuring the level of understanding of school operators cannot be separated from the role of the Principal.

Their function cannot be eliminated, because they are tasked with carrying out administration, development management, supervision, and technical services to support the educational process in the unit in connection with the demands towards the professionalism of educational staff, the more they feel the urge as a service effort in improving the quality of education in each type and the level of education that has become a national education commitment. The classic issue that has always emerged so far is: what is the most appropriate effort to improve the quality of education through the quality of educators and education personnel, therefore it is important to understand in advance what is meant by education personnel.

Process of Data and Information System Management

Offline Stage: At this early stage, the data is in the form of hard copies or original data such as from new student admissions, educator/educational personnel forms, and others. Then it is entered / input using a computer by the school administration staff, namely the school operator so that it is stored into a computer application, one of which is Microsoft Excel.

Online Stage: After the education data is stored in the Microsoft Excel application on a computer or laptop, then there is a national-scale online application, namely the Basic Education Data Application (DAPODIK). In this application's online system, data is retyped or uploaded according to the instructions and instructions from this application. The basic education data application contains data on students, educators/education staff, graduate students, infrastructure, and plans for school financial needs.

Based on the description above, it can be concluded that the duties of school operators who are included as administrative staff are in accordance with technological developments which require each school to fill out Dapodik related data for students, teachers and others as well as create and implement daily, monthly, semester and yearly service programs. annual. As a school operator, of course, you must have competencies that can support the success of DAPODIK, namely as follows: 1) understand and understand data 2) understand how to input data 3) master microsoft office software 4) understand computer systems.

It can be concluded that as an operator, one must have various skills to support the success of DAPODIK, both from understanding, understanding data as well as inputting data, mastering software and especially computer systems, because understanding all of

these skills will contribute very much, both for users and for the operators themselves to be more effective and efficient in working on the DAPODIK system application, of course, it does not escape the direction and guidance of the principal. This is because measuring the level of understanding of school operators cannot be separated from the role of the principal.

Relationship between School Operators and Data and Information System Management Processes with Educational Service Quality

The school operator is part of the school administration staff assigned by the school in managing data related to education. Educational indicators are said to be of quality, namely from teaching and learning activities, while in these activities it is not just a role or interaction between teachers and students, principals and education staff, one of which is the management of information data systems carried out by school operators because, how does the teacher, students, schools, and the community can easily access data without previously having a user or operator inputting it, this requires a human resource who understands technology (IT) according to the theory expressed by Ety Rochaety, namely: "to apply the system management information in educational service efforts, it is necessary to balance the available resources between the availability of human resources who have skills in the field of information technology such as computers and the availability of funds for the procurement of increasingly sophisticated computer equipment. Ideally, school administrators must understand and be aware of the challenges of technology that are increasingly changing. The principal as a policy maker has a position that determines the future of the school. Based on this explanation, the operator's role is very important and there is a relationship as one of the quality assurance in the education information data service sector.

Basic Education Data (Dapodik)

Dapodik is an application for basic education data containing data on students, educators/educational staff, graduate students, infrastructure, and plans for school financial needs.

The definition of "Dapodik is the main job of school operators. Dapodik is now the only source of information used by the government to see the condition of schools in the country. Dapodik data has also been linked or linked to other government agency keys, such as the Population Service, KPK and BPK. Dapodik continues to develop, the last one occurred in 2018. Data synchronization is usually 2 times a year or every semester (unless there are changes in data from time to time), what is quite difficult is the new school year where students have to input data one by one, especially MI, if those from elementary school are not necessary because it can be done through the Pull Learner feature"

The use of Dapodik is not only used as a school data collection system, but Dapodik can also be used as a source of data and information for schools in policy making or decision making. Dapodik will be more effective if it can cover other activities. Management Information System is used so that the data processed in it can produce quality and quality information. Similar to Dapodik, the data inputted by school operators into the Dapodik will greatly help produce very quality information for its users (Dewi, Ainur, Rosyda, 2020).

The duties of the Dapodik Operator (Education Principal Data) based on the Work Guide for School Administration Staff of the Ministry of Education and Culture (Kemendikbud, 2017:21) are in accordance with technological developments that require each school to fill out dapodik related to data collection for teachers, students, facilities and infrastructure, as well as other data collection, schools may appoint Dapodik operators, both from teachers and other education personnel. The tasks are in the form of daily service program tasks, namely filling out daily activity books and entering student data, monthly program tasks, namely planning for data input related to certification allowances and carrying out verification of GTK data checks on the website (website), semester service tasks, namely doing GTK data entry and perform data entry sourced from F-SEK (Form-School), F-PD (Form- Learners) and F-GTK (Form-Teachers and Education Personnel), perform data input according to the completed form, annual service assignments namely making a work program, making a form for students, making a report.

It can be concluded that as an operator, one must have various skills to support the success of DAPODIK, both from understanding, understanding data as well as inputting data, mastering software and especially computer systems, because understanding all of these skills will contribute very much, both for users and for the operators themselves to be more effective and efficient in working on the dapodik system application, of course, it does not escape the direction and guidance of the principal. Because measuring the level of understanding of school operators is inseparable from the role of the principal.

School Operator Duties and Administrative Personnel Standards

The duties of school operators who are included as administrative staff in accordance with the Ministry of Education and Culture School Administration Work Guidelines in the student field are as follows:

1. The daily service program includes: filling in the daily activity book, recording report cards and test scores in the student master book, serving teachers and the public regarding student data, making summons for parents, writing suspension letters.
 2. The monthly service program includes: making student certificates, recording incoming and outgoing student mutations, making student statistics.
 3. The semester service program includes: collecting grades and collecting report cards.
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4. The annual service program includes: making a work program, collecting student data, making a list of student names, making student identification numbers, making klaper books, making statements for prospective students, preparing PPDB activities, making BSM proposals and making reports (Chandra Lesmana, Ardian Arifin and Danar Santoso, 2017).

School operators can also be said to be school administrative officers when viewed from their duties and roles in schools. School administration officers are also educational staff. Elementary schools have 6 study groups, based on Permendiknas No. 24 of 2008 administrative officers are seen from the study groups, the school operator is also called the Executor of General Administrative Affairs. (Permendiknas, 2008) Based on Permendiknas No. 24 of 2008 concerning Standards for School Administration Personnel, school administrative personnel include: a) Head of School Administration Staff, b) Implementing School Administration Affairs, including: 1) Implementation of Personnel Administration Affairs; 2) Implementation of Financial Administration Affairs; 3) Implementation of Administrative Affairs for Infrastructure Facilities; 4) Implementation of Public Relations Administration Affairs; 5) Implementation of Administrative Affairs for Correspondence and Archives; 6) Implementation of Student Administration Affairs; 7) Implementation of Curriculum Administration Affairs; 8) Implementation of General Administrative Affairs, c) Special Service Officers, including: 1) School Guards; 2) Gardener; 3) Driver; and 4) A messenger (Lila Setiyani, Jaki Wagiar and Tjandra, 2020).

Based on the description above, it can be concluded that school operators are educational staff or staff who carry out the task of providing administrative services so that the educational process is carried out in schools with their respective educational backgrounds and expertise backgrounds. School operators are included in the field of implementing student administration affairs.

CONCLUSION

The role of school operators in management and services in data and information systems is very important in an education, especially schools to run more effectively and efficiently and of course also improve the quality of education because school operators are tasked with carrying out administration, development management, supervision, and technical services for support the educational process in the unit in connection with the demands towards the professionalism of educational staff, besides that the operator of this school can also be said to be an educational staff. Then school operators also use the dapodapik application. The use of Dapodik is used as a data collection system and Dapodik can also be used as a source of data and information for schools in policy making or decision making. Dapodik is an application for basic education data containing data on students, educators/educational staff, graduate students, infrastructure, and plans for

school financial needs. Dapodik is the main job of school operators. Dapodik is now the only source of information used by the government to see the condition of schools in the country.

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