

ANALYSIS OF SUPPORTING AND INHIBITING FACTORS FOR THE IMPLEMENTATION OF *EDUCATION MANAGEMENT INFORMATION SYSTEM POLICIES* AT MADRASAH IBTIDAIYAH AL-ADLI PALEMBANG

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ABSTRACT

This study aims to analyze the supporting and inhibiting factors for the implementation of the Education Management Information System (EMIS) policy at Madrasah Ibtidaiyah Al-Adli Palembang. This study used a qualitative method with a descriptive approach. Data were collected through observation, interviews, and documentation. The analysis was conducted using SWOT analysis theory. The results showed that the resource aspect is a key supporter and obstacle to EMIS implementation. The main obstacles were found in the resource dimension, which included limited dedicated budget, lack of adequate hardware, internet network disruptions, and the dual workload of operators who also serve as teachers.

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INTRODUCTION

The industrial revolution 4.0 has transformed the way of working in human life. Entering this era, this is marked by an increase in interaction and connectivity in the development of digital, virtual and artificial intelligence systems. The increasingly concentrated boundaries between humans, machines, and communication will inevitably have an impact on various aspects of life. In addition, science, economics, industry and government are also influenced by advances with technology that is physically and biologically integrated. However, this influence is inseparable from the education sector.

Education 4.0 is a term whose function is to describe various theories. Education that integrates technology both hardware and software by responding to the need to find solutions and then solve problems and find new innovations. This gave rise to a response that this fourth generation revolution became a collaboration between humans and machines to be able to find new innovations and become *problem solving*. This era of industrial revolution is followed by the level of basic education to higher education which is expected to be the key to the success of a country in adapting to new technology for every education policy. . (Lase, 2022)

The development of information technology, especially in an Islamic educational institution, the Ministry of Religion has utilized the information system which is stated in the Decree of the Director General of Islamic Education Number 5974 of 2019 related to the use of *Education Management Information System* or known as EMIS.

Nevertheless, *Education Management Information System* (EMIS) transforms starting from the collection of EMIS records which used paper and then became an application. (Sina, 2020)

As per the Decree of the Minister of Religion of the Republic of Indonesia Number 83 of 2022 concerning the Management of Education Data at the Ministry of Religion related to the use of *Education Management Information System* (EMIS) comprehensively integrates religious education and madrasahs into an education management information system. *Education Management Information System* (EMIS) is a supporting management system created by the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia with the aim of providing accurate and timely information and data so that data that includes the number of institutions, educators, students, facilities and others must be continuously updated for ideal policy making based on validity and credibility so that its use can be efficient and effective. (Mubarok, 2021)

Education Management Information System (EMISSIONS) Madrasah education is enforced by the Ministry of Religion through the decentralization of data so that it is classified that the activities of the database in *Education Management Information System* (EMIS) is not only carried out by the head office but also by the regional and regional offices of the authorized districts or cities. At the Office of the Ministry of Religion of the Republic of Indonesia as the center of the EMIS database, nationally this aims to take comprehensive policies in madrasah education and supervise the movement of data presented in the form of recapitulation of basic Islamic Education data, Islamic Education statistical data, *progress* Islamic Education data and so on.. Then in the Office of the Ministry of Religion of South Sumatra Province through the field of madrasah education related to data (Dashboard, 2023) *Education Management Information System* (EMIS) in the region aims to be a mediator for community referrals as general and religious education and determine the basis of policies related to improving the quality of madrasahs in the South Sumatra region so that the collected data will be used by the Directorate General of Islamic Education to determine assistance for infrastructure facilities, operational funds and so on.

The Madrasah Education Section in the Office of the Ministry of Religious Affairs of the Regency or City is the lower level part in the decentralization of *Education Management Information System* (EMIS) data, especially the City of Palembang, which ensures the availability of accurate and timely information and data, including data on facilities and infrastructure, finance, evaluation, students and teachers and others. This will later determine the policies provided by the Ministry of Religion of Palembang City in the field of madrasah education to the head office of the Ministry of Religion of the Republic of Indonesia in the Directorate General of Islamic Education.

Based on observations that have been made at Madrasah Ibtidaiyah Al-Adli Palembang, several problems were found that indicate that the implementation of the EMIS policy has not been fully implemented, this is clearly seen by the dual role of the aspect of resources which include madrasah operators, internet networks and hardware and software that are not sufficiently adequate. Therefore, this study will further examine the supporting and inhibiting factors in the implementation of EMIS policies at Madrasah Ibtidaiyah Al-Adli Palembang.

METHOD

As the form of description that has been described about this research, the author conducted a study related to this article using the *field research* namely field research. With data collection techniques obtained from observations, interviews and documentation. As well as the data analysis techniques used using Miles and Huberman's theory include the *data reduction*, *data display* and *data conclusion/verification*

RESULTS AND DISCUSSION

A. Results

1. SWOT Analysis

One of the approaches used as an instrument in the selection of basic strategies is through SWOT analysis. SWOT is a method of planning, strategy, and business development that is used to evaluate *strengths*, weaknesses, opportunities, and threats in a project or business speculation. SWOT analysis is descriptive and sometimes will be very subjective, because it is possible that two people who analyze an organization will look at the four SWOT parts differently, namely *strengths*, weaknesses, opportunities and threats.

The initial stage of the strategy setting process is to assess the strengths, weaknesses, opportunities, and threats that the organization has. The results of the analysis may cause changes to the mission, objectives, policies, or strategies that are underway. In preparing a good plan, it is necessary to know the power and funds you have when you are going to start a business, know all the elements of your strengths, and all your weaknesses. The data collected regarding these internal factors is a potential in carrying out the planned business. On the other hand, it is necessary to pay attention to the external factors that will be faced, namely the opportunities or opportunities that exist or are considered to arise and the threats or obstacles that are expected to arise and affect the efforts made.

The Power-Opportunity Strategy (S and O or Maxi-maxi) is a strategy that results in this combination is to harness the strength of the opportunities that have been identified.

A Weakness-Opportunity Strategy (W and O or Mini-maxi) is an Opportunity strategy that can be identified as impossible to exploit due to the weakness of the strategy.

A Strength-Threat Strategy (S or T or Maxi-min) is a strategy that tries to find the strengths that the strategy has that can reduce or counteract the threat

Weakness-Threat Strategy (W and T or Mini-mini) is a strategy In situations of facing threats and at the same time internal weaknesses, the strategy that is generally carried out is to "get out" of the pinched situation. The decision taken is to "dilute" the resources tied to the threatening situation, and divert them to other, brighter endeavors. (Sunarsi, 2024)

SWOT Quadrant Images



Source: Denok Sunarsi, 2024.

Human Resource Management (HR) is a vital element that determines the success and sustainability of an organization. In an increasingly dynamic business environment, a deep understanding of the strengths, weaknesses, opportunities, and threats that affect HR management is essential. One of the strategic approaches that is often used for this purpose is Analysis

SWOT (*Strengths, Weaknesses, Opportunities, Threats*). A SWOT analysis is a strategic planning tool that helps organizations identify internal and external factors that affect overall HR performance. Through this analysis, HR managers can formulate effective strategies to leverage strengths, address weaknesses, capitalize on opportunities, and anticipate threats.

The application of SWOT Analysis in HR management is crucial, especially for improving employee performance, optimizing training and development, and designing recruitment and retention strategies. In an era that continues to change due to globalization, technological advancements, and shifting workforce demographics, organizations must be more adaptive and proactive. (Widiastono, 2025)

2. EMIS Policy Implementation

Implementation is part of the policy process stages. This includes a set sequence. Therefore, something that has been determined will have no meaning when the implementation does not run as it should. This means

that policy implementation has an important position in the realm of public policy. As policy implementation is a process stage that is formulated through formulation, assessment and others. (Winarno, 2014)

Douglas R. Bunker was the first author to pay attention to the problem of policy implementation which he presented in *The American Association for the Advancement of Science* in 1970. For the first time conceptually, the implementation stage is made a phenomenon in social and political aspects. (Igrisa, 2022)

Policy implementation is interpreted as a process that is so crucial in the public policy stage. This is because policy programs should be able to be implemented so that they have an impact and their goals are achieved in accordance with what is expected. In principle, policy implementation is a way of how a policy is able to achieve what it is aiming for.

The position of policy implementation is very important in the policy process. As Pressman and Wildavsky mentioned, implementation must be able to achieve careful attention. . Thus, it is so wrong when a stage is considered to run smoothly on its own. (Kamaluddin, 2013)

In this case, policy implementation also requires organizational capabilities, labor and money from existing ones. Therefore, because of this situation, policy implementation is interpreted as a stage to have additional resources so that it is able to measure everything that has been done. Thus, the question is that revising a decision in the draft is an important form of policy implementation itself. This makes what has been done have an adequate resemblance of reason to the decision and its function for the scope of the institution.

Policy implementation is not really only related to political decisions. However, this is closely related to the issue of conflict, what decisions and who obtains the policy. (Suwitri, 2015). Thus, it means that it is not wrong when policy implementation is interpreted as an important aspect comprehensively in the policy stage.

As Grindle said, implementation will only begin when the goals and objectives have been formulated, what the program has been structured and the funds are ready to contribute to achieving the spear. It also links the realization of policy objectives and the results of the activities obtained. As Van Meter and Horn thought, the task of implementation is to build connectivity of policy objectives that are realized through the activities of government agencies from various interested parties. (Winarno, 2014)

In addition, seen from another perspective, one of them is Edward III. Edward said there are two main things, namely:

- a. Supporting factors in the successful implementation of the policy.
- b. Inhibiting factors in the successful implementation of policies.

Of the two, it was determined that there are four factors that are the main requirements for the success of the implementation process, namely communication, resources, the attitude of the implementer and the bureaucratic structure itself. It can be concluded that, from the four, it is an important point in a successful policy implementation.

The underlying regulations in managing educational data at the Ministry of Religion are contained in the Decree of the Minister of Religion Number 83 of 2022 concerning the Management of Education Data at the Ministry of Religion which reads in the first paragraph that "The Management of Education Data at the Ministry of Religion is carried out through *Education Management Information System*". Then, it is continued in the second paragraph that "the classification and provisions regarding Education Data in the Ministry of Religion are listed in Appendix I which is an integral part of this decision". Then in the third paragraph, namely "The management of EMIS as intended in the first paragraph is carried out in accordance with the provisions as stated in attachment II which is an integral part of this decision". In the fourth paragraph "Information Systems for the management of educational data other than EMIS that existed before this decision was determined, must be integrated with EMIS within a period of time no later than December 31, 2023". And finally, in the fifth paragraph "This decree comes into force on the date to be set". (Indonesia, 2022)

Thus, the legal basis related to the implementation of policies in the use of EMIS is contained in the Decree of the Minister of Religion of the Republic of Indonesia Number 83 of 2022 concerning the Management of Educational Data at the Ministry of Religion which is based on Law 20 of 2003 concerning the National Education System until now the position of validity is very clear and strong.

B. Discussion

This study aims to analyze the supporting and inhibiting factors for the implementation of EMIS policies in Madrasah Ibtidaiyah Al-Adli Palembang. As the results of the study are described below.

"Supporting and Inhibiting Factors for the Implementation of *Education Management Information System Policy* at Madrasah Ibtidaiyah Al-Adli Palembang".

Human Resource Management (HR) is a vital element that determines the success and sustainability of an organization. One of the strategic approaches that is often used for this purpose is the SWOT Analysis (*Strengths, Weaknesses, Opportunities, Threats*). A SWOT analysis is a strategic planning tool that helps organizations identify internal and external factors that affect overall HR performance. Through this analysis, HR managers can formulate effective strategies to leverage strengths, address weaknesses, capitalize on opportunities, and anticipate threats. In an era that continues to change due to globalization, technological advancements, and shifting workforce demographics, organizations must be more adaptive and proactive. (Widiastono, 2025)

Table 5.2 Supporting and Inhibiting Factors for EMIS Implementation

Dimensions	Supporting Factors	Inhibiting Factors
Communication	<ol style="list-style-type: none"> 1. Consistency of Information, namely policy information is very consistent from the Ministry of Religion to the level of implementers in madrasas, especially related to teacher databases. 2. Problem Solving Initiatives, where operators proactively address initial information ambiguity by seeking official guidance and tutorials through YouTube. 	<ol style="list-style-type: none"> 1. The clarity of the teacher's duties is not specific, this causes the teacher to feel that the limits and scope of the task are not specific, the teacher also does not receive written instructions so that the operator must take a greater role in data coordination.
Resources	<ol style="list-style-type: none"> 1. The quality of Operator's human resources, which shows that the operator is considered skilled and has adequate knowledge, supported by training or technical guidance that makes the process smoother and data more accurate. 	<ol style="list-style-type: none"> 1. Internet Network Disruption, namely internet connection problems often occur, is the main factor that hinders work optimization and causes <i>the input</i> process to be less stable, even forcing operators to work at night. 2. Insufficient Time and Staff Allocation, this shows that the number of EMIS management staff is insufficient, and the operator has a dual role as a teacher, so that the time allocation is inadequate and clashes with the teaching task. 3. There is no single dedicated budget allocated to EMIS, and the funds available are limited.

Disposition	<ol style="list-style-type: none"> 1. Operator Commitment and Responsibility, this shows that operators have high initiative and a sense of full responsibility which is the key to the sustainability of implementation despite the lack of financial incentives. 2. The support of the Leader, namely the Head of the Madrasah fully supports, provides motivation, and ensures one goal in the validation of EMIS data. 	<ol style="list-style-type: none"> 4. Hardware limitations, namely the number of laptops or computers are still limited.
Bureaucratic Structure	<ol style="list-style-type: none"> 1. Clear SOPs, showing the availability of SOPs that are very clear and not confusing, and do not slow down the data <i>input</i> process . 	<ol style="list-style-type: none"> 1. Task Fragmentation and Lack of Supervision, show that task fragmentation (division of responsibility) is recognized as risky to cause data integration constraints, coupled with the absence of a formal monitoring mechanism for SOP compliance in madrasahs.

Source: Data Processed by Researchers, 2025.

From table 5.2 above, the researcher analyzes that overall, the implementation of the EMIS policy at Madrasah Ibtidaiyah Al-Adli Palembang is a case where the human factor (disposition and quality of human resources) is the strongest variable. The quality and commitment of the operators, as well as the full support of the Head of the Madrasah, managed to keep the implementation running and the data remained valid (accurate and fast because it was integrated with Dukcapil), despite facing significant structural constraints, especially from the resource dimension (limited budget, staff, and critical internet network technicalities). Implementation optimization will be achieved if technical (internet networking) and structural (dedicated IT staff and budget) constraints can be addressed, thereby reducing the workload of a single operator and allowing it to focus on improving data quality rather than addressing basic technical issues.

CONCLUSION

Supporting and Inhibiting Factors Policy implementation *Education Management Information System* (EMIS) at Madrasah Ibtidaiyah Al-Adli Palembang has been running well but on resource dimension, i.e. this aspect is the main (inadequate) obstacle to implementation. Significant limitations include, namely:

- a. Lack of staff (operator cum teacher, no dedicated IT staff).
- b. The special budget for EMIS is not allocated single, which means that it still uses madrasah operational funds instead of special funds for EMIS only.

Limited facilities, namely a limited number of computers or laptops and the most critical is the frequent internet network disruptions, which require operators to work late into the night and cause the data *input* process to be unstable

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