

Analysis of Education Management Information System 4.0 Data Management at the Madrasah Ibtidaiyah Level at the Palu City Ministry of Religious Affairs Office

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ABSTRACT

This study analyzes the management of EMIS 4.0 (Education Management Information System 4.0) data at the Madrasah Ibtidaiyah level under the Ministry of Religious Affairs Office of Palu City. The study focuses on the implementation of EMIS 4.0 as a primary educational data system and the factors influencing its management at the madrasah level. This study employed a qualitative approach using descriptive methods. Data were collected through observation, interviews, and documentation at the Ministry of Religious Affairs Office of Palu City and Madrasah Ibtidaiyah as its working units. The findings indicate that the management of EMIS 4.0 at the Madrasah Ibtidaiyah level has been implemented in accordance with applicable government regulations. At MIN 1 Palu City, which was included as supporting research data, EMIS 4.0 management was also conducted by referring to the established data management indicators. Several factors support the effective implementation of EMIS 4.0, including government regulations requiring its use, the absence of multiple assignments for madrasah EMIS operators, the role of the madrasah principal in supervising and determining policies related to data management, and the role of the Palu City Ministry of Religious Affairs administrator in coordinating and monitoring data management at the madrasah level. The study highlights the need to strengthen the quality and accountability of EMIS operators, improve institutional support and supervision, and enhance cooperation among madrasah administrators, the Ministry of Religious Affairs, and parents in ensuring accurate and reliable educational data.

ARTICLE INFORMATION

EMIS 4.0;
Educational Data
Management.

1. Introduction

Indonesia has entered the era of the Industrial Revolution 4.0, characterized by advances in internet-based technology that have transformed traditional structures across various aspects of life, including the education

sector. Digital-based education, in which the internet has become an essential component of both teaching and learning activities and educational management, has increasingly shaped educational practices (Askar, Nurdin, Pettalongi, Pettalongi, & Basire, 2025. Educational

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management systems no longer rely solely on manual data management but have shifted toward digital-based systems. Various educational applications have been developed to facilitate administrative and management tasks while saving time and reducing costs. The use of digital-based educational applications has become increasingly important because policy-making needs to be aligned with actual needs based on accurate and reliable data (Nurdin, Pettalongi, Anirah, Djamil, & Dzakiah, 2026).

The Directorate General of Islamic Education subsequently developed an educational data management system known as EMIS, an abbreviation for Educational Management Information System. EMIS is an educational management information system that contains data on Islamic education and serves as a source of public information and a basis for decision-making. In its implementation, EMIS is intended to manage educational data accurately, accountably, and in a timely manner on a large scale, enabling the data to be accessed, retrieved, processed, analyzed, and presented as a basis for policy-making and subsequently disseminated (Sina et al., 2019). EMIS was initially designed and developed by the Directorate General of Islamic Education as part of a foreign-funded project supported by the Asian Development Bank (ADB), namely the Junior Secondary Education Project (JSEP), under ADB Loan No. 1194-INO, implemented from 1994 to 1998 (Aceng, 2020).

According to the Regulation of the President of the Republic of Indonesia of 2019 concerning One Data Indonesia, the

first paragraph stipulates that achieving integrated planning, implementation, evaluation, and control of development requires the support of accurate, up-to-date, integrated, and accountable data that are easily accessible and shareable, as well as carefully, systematically, and sustainably managed (Nurdin, Pettalongi, Askar, & Hamka, 2021). Based on this Presidential Regulation, the Director General of Islamic Education issued a policy stipulated in the Decree of the Director General of Islamic Education Number 5974 of 2019 concerning the Management of Data and Information Systems for Islamic Education. The decree states that the Director General of Islamic Education seeks to develop an Islamic education data management system known as EMIS (Education Management Information System), given the crucial role of Islamic education data and information in determining the direction of Islamic education development policies. This initiative is intended to ensure that the Directorate General of Islamic Education has a single data source that can serve as the primary reference for stakeholders who require comprehensive, accurate, and timely data and information on Islamic education.

In 2021, the Directorate General of Islamic Education undertook the revitalization and development of EMIS, along with several new initiatives, to establish a more reliable system supported by more advanced technology. In its initial development, EMIS was launched as EMIS-NG (Next Generation), which is now referred to as EMIS 4.0 in accordance with the current era of the Industrial Revolution 4.0, marking the beginning of the

transformation toward digital education within the Ministry of Religious Affairs of the Republic of Indonesia. EMIS 4.0 encompasses five areas of development, with its development principles centered on a smart system, smart infrastructure, and a digital center for madrasahs.

The integrated and advanced technology-based information system developed through EMIS 4.0 enables education stakeholders, including the government and ministries/agencies, Islamic higher education institutions, madrasahs, Islamic boarding schools (*pesantren*), religious education institutions, teachers, and students, to access data and information efficiently and rapidly. The accurate and real-time information provided by EMIS 4.0 enables decision-making to be carried out more effectively and appropriately while supporting the optimization of educational planning, management, monitoring, and evaluation activities. Furthermore, through EMIS 4.0, relevant data concerning student achievement, learning progress, and individual student needs can contribute to improving the quality of learning and teaching, which subsequently serves as a basis for decision-making by education stakeholders (Khoeron, 2021).

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2. Literature Review

2.1 Basic Concept of EMIS (Education Management Information System)

In the field of education, a management information system is a network established to manage educational data, either manually or digitally, and is utilized by educational institutions. Conventionally, a management information system encompasses various systematic

activities, such as recording agendas, archiving, communication among organizational managers, providing information for policy-making, and other related activities (Loilatu et al., 2020).

The data management system within the Ministry of Religious Affairs that is officially connected to the central system is EMIS (*Education Management Information System*). EMIS is an organized system comprising a set of information and documentation whose implementation involves the collection, storage, processing, analysis, and dissemination or transmission of all information required for educational management and planning activities. The Secretariat of the Directorate General of Islamic Education developed EMIS as the primary data management system for Islamic education within the Ministry of Religious Affairs of the Republic of Indonesia. It aims to meet the needs of the Directorate General of Islamic Education and other stakeholders by providing complete, accurate, up-to-date, and timely Islamic education data to support the planning and policy-making processes for priority Islamic education programs. EMIS also serves as a reference for information systems supporting the management of Islamic education programs developed by other organizational units (Aceng, 2020; Tupono et al., 2020).

The information system was carefully designed and tailored to meet the needs of the Directorate for the Development of Islamic Religious Schools (Direktorat Pembinaan Perguruan Agama Islam), now known as the Directorate of Madrasah Education (Direktorat Pendidikan Madrasah), for comprehensive data and information on

the education sector, particularly madrasah education. This system was intended to support its role in managing madrasah education on an equal footing with schools under the Ministry of National Education. Following the completion of the JSEP project in 1998, EMIS was continued through two other ADB-funded projects, namely the Basic Education Project (BEP) – ADB Loan No. 1442-INO and the Development of Madrasah Aliyah Project (DMAP) – ADB Loan No. 1519-INO. From its initial development through 2000, EMIS was funded through ADB loans under the JSEP, BEP, and DMAP projects (Kementrian Agama Republik Indonesia Direktorat Jendral Pendidikan Islam, 2026).

In general, the Education Management Information System (EMIS) is designed to manage large volumes of educational data and information so that they can be systematically stored, managed, processed, analyzed, and utilized to support educational decision-making. Within the education management system of the Ministry of Religious Affairs, EMIS serves several interconnected functions, including strengthening institutional capacity to organize, plan, monitor, and coordinate information flows among related agencies; integrating information related to educational management activities and presenting it in a concise and comprehensive manner; and enhancing data processing, storage, and analytical capacities to provide reliable and timely information for educational planners, leaders, and decision-makers (Jabir, Nurdin, Saguni, & Mala, 2026). In addition, EMIS facilitates the coordinated collection, processing,

analysis, and dissemination of educational information while improving access to relevant information for institutions and individuals at different administrative levels, thereby supporting more effective educational planning, implementation, and management. The system also contributes to streamlining information flows for decision-making by reducing duplication and inconsistencies in data entry, connecting various existing information systems, integrating quantitative information from multiple sources into a unified system, and improving the processes of collecting, disseminating, and utilizing educational management information in response to changing information needs (Darwis & Mahmud, 2017).

The development of EMIS within the Directorate General of Islamic Education primarily focuses on the annual collection and processing of data from madrasahs and Islamic boarding schools (*pesantren*) across provinces and districts/cities. Historically, most routine EMIS activities were carried out centrally by the EMIS Central Office. However, these responsibilities have gradually been transferred to the Regional Offices (*Kantor Wilayah/Kanwil*) as part of the decentralization process. To support this transition, regional EMIS operators and personnel have been invited to the central office to receive training in data entry and validation procedures. The findings generated through EMIS, including identified strengths, weaknesses, and key educational indicators and statistics, need to be disseminated continuously to support the formulation of appropriate policy recommendations, decisions, and

actions. Accordingly, EMIS units at the regional and district/city levels are expected not only to conduct data collection and processing but also to develop the capacity to independently undertake more in-depth data analysis to provide relevant information for educational leaders and decision-makers (Kementrian Agama Republik Indonesia Direktorat Jendral Pendidikan Islam, 2026).

2.2. Analysis of EMIS 4.0 Data Management at the Madrasah Ibtidaiyah Level

According to the Decree of the Director General of Islamic Education Number 5974 of 2019, EMIS data management at the district/city level is coordinated by the respective Section Head within the Ministry of Religious Affairs. Its main responsibilities include providing guidance and technical assistance to educational institutions, managing, verifying, and validating EMIS data, ensuring regular data updates, utilizing EMIS data to support Islamic education planning and programs, providing operational resources and infrastructure, and coordinating data administrators to maintain the accuracy, completeness, and timeliness of EMIS data (Rachmadani, 2021).

Based on the above explanation, *madrasah ibtidaiyah* (MI) is a formal educational institution equivalent to the primary education level under the authority of the Ministry of Religious Affairs and is required to use EMIS (*Education Management Information System*) as an educational data management system in accordance with applicable policies. At the madrasah

level, educational data are managed through EMIS under the Directorate General of Islamic Education. The system contains data on educational institutions, educators and education personnel, students, and other educational components, which are periodically updated to ensure the availability of current information.

Data management personnel at educational institutions, including RA, MI, MTs, MA, *pesantren*, MDT, PDF, SPM, PK-PPS, LPQ, PTKI, and Ma'had Aly, are referred to as EMIS data operators. Their main responsibilities include entering and submitting core data through the EMIS application, regularly updating and verifying data, ensuring its completeness, accuracy, and timeliness, monitoring the implications of EMIS data across related information systems, and utilizing the data to support institutional planning and program implementation. Educational institutions are also responsible for providing operational support for data management and appointing at least one EMIS data operator to coordinate data entry and submission (Kementrian Agama Republik Indonesia Direktorat Jendral Pendidikan Islam, 2026; Rachmadani, 2021).

In 2023, the revitalization and redevelopment of the EMIS application system were completed, making it ready for use by all educational institutions operating under the Ministry of Religious Affairs. The management of EMIS 4.0 (*Education Management Information System*) at the madrasah level is important as part of efforts to improve the quality of education in madrasahs. As an integrated information system that collects, processes, and presents

madrasah education data in real time, EMIS 4.0 is expected to serve as an important foundation for formulating accurate and targeted educational policies and supporting evidence-based decision-making in madrasah education.

2.3 Factors Supporting and Hindering EMIS 4.0 Data Management at the Madrasah Ibtidaiyah Level

The supporting factors for the use of EMIS in managing Islamic education data within the Ministry of Religious Affairs are primarily reflected in government regulations that provide a formal legal basis for its implementation. These regulations include the Decree of the Director General of Islamic Education Number 5974 of 2019 concerning the Management of Data and Information Systems for Islamic Education and the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 83 of 2022 concerning Educational Data Management. In addition, the development of the EMIS application system is intended to establish EMIS as the primary data repository within the Ministry of Religious Affairs of the Republic of Indonesia. These regulatory and institutional foundations provide a framework for the systematic management and utilization of Islamic education data.

Meanwhile, the hindering factors refer to various technical and operational challenges encountered by users in managing Islamic education data through the EMIS application. According to the Ministry of Religious Affairs of the Republic of Indonesia's booklet on the EMIS Data Collection Mechanism, several challenges were identified during

the migration to EMIS 4.0. These included the gradual migration of data while transactions in the previous EMIS system were still ongoing; the incomplete integration of EMIS Feeder with EMIS Online; duplication of student records originating from three different data sources, in which the same student was recorded as active in more than one madrasah or at different educational levels; inconsistencies in data formats, such as birth dates and mobile phone numbers; and inconsistencies in the use of data reference codes, such as gender codes. These challenges indicate that the effectiveness of EMIS 4.0 data management depends not only on the availability of the system but also on data standardization, system integration, migration procedures, and the accuracy of data input by users (Fadilah et al., 2023).

3. Methodology

This study employed a qualitative research approach with a descriptive design to examine the management of EMIS 4.0 data at the *madrasah ibtidaiyah* level within the Office of the Ministry of Religious Affairs of Palu City, Indonesia. The qualitative approach was selected because the study sought to understand data management practices, experiences, and phenomena within their natural institutional context without manipulating the research setting (Nuridin, 2017; Zikriadi et al., 2023). The study was conducted at the Office of the Ministry of Religious Affairs of Palu City, which oversees Islamic educational institutions at various levels, including *Raudhatul Athfal* (RA), *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah*

(MTs), and *Madrasah Aliyah/Madrasah Aliyah Kejuruan* (MA/MAK). The research specifically focused on EMIS 4.0 data management at the MI level. The researcher served as the primary research instrument and was directly involved in observing activities, conducting interviews, collecting documentation, interpreting data, and drawing conclusions. The data consisted of primary and secondary sources. Primary data were obtained through direct observation and interviews with key informants, including the head of the madrasah education section, staff members responsible for madrasah education, and EMIS administrators at the district/city level. Secondary data were obtained from relevant documents and institutional records, including EMIS data management procedures, information on madrasahs using EMIS, the number of EMIS operators, and other administrative records relevant to the research objectives.

Data were collected through direct observation, semi-structured interviews, and documentation. Direct observation was conducted to examine how EMIS 4.0 data management activities were implemented in the research setting, including relevant administrative and data-processing practices. Interviews were conducted using a semi-structured format, in which the researcher used an interview guide containing key topics while allowing participants to provide broader explanations and experiences related to EMIS 4.0 data management, including its implementation, supporting factors, and challenges. Documentation was used to complement and verify information obtained through observation and

interviews by examining relevant regulations, reports, administrative records, EMIS-related documents, and other supporting materials. The combination of these three techniques enabled the researcher to obtain comprehensive empirical information and compare data from different sources to strengthen the credibility of the findings. The collected data were subsequently organized and interpreted descriptively to identify patterns concerning the implementation of EMIS 4.0 data management and the factors supporting and hindering its implementation at the *madrasah ibtidaiyah* level.

4. Results and Discussion

4.1 Data management of EMIS 4.0 at the Madrasah Ibtidaiyah Level

The findings indicate that EMIS 4.0 data management at the *madrasah ibtidaiyah* level in the Office of the Ministry of Religious Affairs of Palu City is implemented through a decentralized mechanism in which each madrasah is responsible for entering, completing, updating, and maintaining its educational data, while the Ministry of Religious Affairs at the city level functions primarily as a coordinator, supervisor, and provider of technical assistance. The process begins with ensuring the completeness of institutional, student, teacher, and other educational data entered by madrasah operators into EMIS 4.0. The completeness of the data is monitored through the city-level administrator account, including the monitoring of the

completion of the EMIS Completion Report or Berita Acara Pengerjaan (BAP). The Ministry also conducts socialization, technical guidance, and training for madrasah operators, particularly concerning data entry, BAP completion, system updates, and the use of applications integrated with EMIS 4.0. These findings demonstrate that data management is not solely an administrative process but involves a collaborative division of responsibilities between madrasahs as data owners and the Ministry of Religious Affairs as the coordinating and supervisory institution.

In terms of data quality, the findings show that completeness, accuracy, consistency, integration, and security constitute important components of EMIS 4.0 management. Madrasahs are primarily responsible for ensuring that data entered into EMIS correspond to their actual conditions, while the Ministry of Religious Affairs monitors and assists in resolving discrepancies. Problems were identified particularly in student data, including incomplete records, changes in student status, inconsistencies with the civil registration database, and difficulties associated with student transfers between educational institutions. Such issues can delay data entry and the completion of the BAP process. At the same time, EMIS 4.0 has been integrated with several other applications used within the Ministry of Religious Affairs, including PIP, SIMPATIKA, Digital

Madrasah Report Cards, Verval PD, PDUM, ANBK, and EDM e-RKAM. This integration strengthens EMIS 4.0's function as a central data source and facilitates the exchange and utilization of educational information across related systems. The findings also show that data security is maintained through restricted access to EMIS accounts, while broader system security is managed at the central level. Thus, the effectiveness of EMIS 4.0 depends not only on the availability of an integrated technological system but also on the consistency and accuracy of data maintained at the madrasah level.

The study further identifies institutional support and technical assistance as important factors in EMIS 4.0 management, particularly through regulations, operator training, coordination, and technical services provided by the Ministry of Religious Affairs. Training activities help operators address technical problems, understand new system features, and manage data associated with integrated applications. Nevertheless, several operational challenges remain, including invalid or unmatched student data, migration and transfer problems, system errors or updates, and the need for continuous data verification and updating. The findings also demonstrate that EMIS 4.0 data are actively utilized beyond routine reporting, particularly as a source for educational programs and decision-making. For example, EMIS data are

used to support the identification and submission of prospective recipients of the Program Indonesia Pintar (PIP), provide student data for the Pangkalan Data Ujian Madrasah (PDUM), support the Digital Madrasah Report Card and other integrated applications, and facilitate the preparation of operational funding data through the BAP BOS feature. These practices indicate that EMIS 4.0 has developed beyond a data-entry platform into an integrated educational data infrastructure that supports program implementation, monitoring, and administrative decision-making within the Ministry of Religious Affairs.

4.2 Supporting and Inhibiting Factors in EMIS 4.0 Data Management at Madrasah Ibtidaiyah in Palu City

The findings indicate that the implementation of EMIS 4.0 in managing educational data at MIN 1 Kota Palu is supported by several interrelated factors. First, the use of EMIS 4.0 is driven by government policy requiring madrasahs to manage Islamic education data through an integrated EMIS-based information system, as stipulated in Decree of the Director General of Islamic Education No. 5974 of 2019 and strengthened by Minister of Religious Affairs Regulation No. 83 of 2022. Second, the competence and experience of madrasah operators constitute an important supporting factor. Operators have participated in training related to EMIS and other integrated applications, while the division of operator responsibilities is adjusted to their

respective duties, including managing teacher, administrative, student, and infrastructure data. Third, the role of the head of the madrasah is essential through coordination with operators, facilitation of problem-solving, and provision of operational support, including budget allocation for EMIS operators from BOS funds. In addition, the EMIS administrator at the Palu City Ministry of Religious Affairs Office plays a coordinating and supervisory role by disseminating policy information, monitoring data management, and assisting madrasahs in resolving technical and administrative problems. These findings show that effective EMIS 4.0 management is supported not only by regulatory requirements but also by operator competence, clear task distribution, leadership support, and coordination across institutional levels.

Despite these supporting factors, the study identifies several obstacles that affect the effectiveness of EMIS 4.0 data management. The most significant problem concerns the completeness and accuracy of student data. Operators frequently encounter incomplete family information, invalid student identification numbers (NIK), discrepancies in students' names or dates of birth, and differences between EMIS data and population records in Dukcapil. Such discrepancies may cause student data to be rejected during the Verval-PD verification process, thereby requiring coordination with parents and the Dukcapil office for data correction. Problems also occur with student transfers between madrasahs, schools under the Ministry of Education, pesantren, and Community Learning Centers (PKBM), particularly when

students have not been properly deactivated from the previous institution's database. In some cases, students who are already active in EMIS have not yet been synchronized with the Ministry of Education's Pusdatin system. These technical and administrative problems demonstrate that the quality of EMIS data depends not only on the accuracy of operator input but also on the completeness of documents provided by parents and the synchronization of data across different government information systems.

Another significant obstacle is the instability of the madrasah operator workforce. Frequent changes or resignations of operators can delay data updating, including the timely completion and printing of the Berita Acara Pendataan (BAP), which may have implications for administrative processes such as BOS fund disbursement. The findings therefore demonstrate that the effectiveness of EMIS 4.0 management requires continuous coordination among operators, heads of madrasahs, parents, the Palu City Ministry of Religious Affairs Office, and other relevant institutions. The head of the madrasah has an important role in ensuring operator availability, providing appropriate institutional support and incentives, and supervising data management, while operators are required to input and verify data carefully and consistently. At the same time, parents need to provide complete and valid student documentation, particularly population data, while higher-level administrators are needed to resolve cross-institutional synchronization problems. Overall, the findings suggest that EMIS 4.0

management at the madrasah level is shaped by a combination of regulatory support, human-resource capacity, leadership, institutional coordination, and data quality, while its main challenges arise from incomplete or inaccurate student data, operator turnover, and interoperability problems among educational and population databases.

5. Conclusion

The study found that EMIS 4.0 management at the madrasah ibtidaiyah level under the Palu City Ministry of Religious Affairs Office was generally well implemented in accordance with government regulations, particularly Decree of the Director General of Islamic Education No. 5974 of 2019, by considering data completeness, accuracy, consistency, timeliness, relevance, security, and accessibility. Supporting factors included government regulations, operator training and competence, clear operator assignments, the role of the head of the madrasah, and coordination and supervision by the City Ministry of Religious Affairs EMIS administrator. However, implementation was still constrained by incomplete and invalid student data, the lengthy collection and verification process, and frequent changes in EMIS operators, which could delay data entry and submission.

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