



IMPLEMENTATION OF BASIC EDUCATION DATA (DAPODIK) TO IMPROVEMENT OF INFRASTRUCTURE FACILITIES SENIOR HIGH SCHOOL (SMA) IN THE CITY OF BENGKULU

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A B S T R A C T

Dapodik is an integrated data collection system on a national scale, and is the main data source for national education, which is part of the national education planning program in realizing a Smart and Competitive Indonesia. This paper discusses the implementation of the Basic Education Data (Dapodik) function for improving facilities and infrastructure at the high school level in Bengkulu City using the George C. Edwards III (1980) implementation theory which includes aspects of communication, resources, disposition and bureaucratic structure. This study uses a qualitative research approach. The results showed that the Dapodik application was well known and run by education units at the school level, although there were still shortcomings. From the aspect of communication, the socialization of Dapodik activities has not been comprehensive. Aspects of facilities and infrastructure are sufficient although there is no special allocation of funds for the implementation of socialization, evaluation and monitoring of the Dapodik Program. From the aspect of disposition, there is no special Dapodik Team in the Department of Education and Culture, but the main duties and functions of the Dapodik which are attached to the routine duties of the management staff have been carried out with full responsibility.



INTRODUCTION

In an educational unit, infrastructure is one of the important components that support every activity in the education unit. Each level in the education unit has a policy that regulates compliance standards for infrastructure. Without the support of infrastructure, an activity can be hampered or even cannot be implemented. Therefore, every education unit is required to be able to meet the infrastructure standards listed in the Minimum Service Standards and the National Education Standards so that the activities in each education unit can run effectively.

Inadequate facilities and infrastructure can affect school activities or activities. A school activity becomes less effective if the infrastructure does not support it. Therefore, the fulfillment of infrastructure is very important in an educational unit. Adequate facilities and infrastructure are expected to support the achievement of educational goals and also create quality education.

According to Ibrahim Bafadal (2008: 6), completeness or facility management is an empowerment process whose target is educational equipment, such as school office equipment, library equipment, teaching media, and other equipment. From the above understanding, it can be concluded that infrastructure management is the management of the infrastructure owned by the school. Educational infrastructure facilities are not only facilities that support teaching and learning

activities, but also infrastructure that support all school activities or programs, including school management activities. Schools must be able to manage the infrastructure owned so that all school activities or school programs that have been planned can run well. Activities in the management of facilities and infrastructure include inventory of facilities and infrastructure, procurement of infrastructure, elimination of infrastructure and maintenance of facilities and infrastructure. Basically, infrastructure management is the process of managing school infrastructure. Schools must be able to take advantage of the infrastructure they have effectively and efficiently in order to achieve school goals.

In this era of globalization, technology seems to be developing very rapidly. Technological developments can provide convenience in human work. With the development of technology, information can be obtained quickly. The development of technology provides many conveniences for humans. Not only can it facilitate a job, but also things related to daily activities. The development of technology has a big impact on an organization / institution. A job can be made easier with the help of technology. Technology has an important role in facilitating a job. Technologies that are able to facilitate a job in an organization / institution such as computers, internet, supporting applications.

One form of Management Information Systems in Education is Dapodik (Basic

Education Data). Dapodik is an integrated data processing system to support integrated data and information management. This Dapodik was created with the aim of increasing the effectiveness and efficiency of education data collection in order to facilitate the education planning and evaluation process. Dapodik came into effect in 2006, until now the dapodik continues to experience application updates. The latest version of the dapodik application is the 2019 version for the high school level which was issued on August 1, 2018. Every new version released. Dapodik is run by a school operator appointed by the principal. This Dapodik is not only an application of school data collection in general, but also data collection of students, data collection of educators and education personnel, and data collection of school infrastructure.

Data collection in the dapodik is a series of the disbursement of BOS (School Operational Assistance) funds and the Implementation of Policy and Physical Development for Schools and the implementation of policies for Educators and Education Personnel. With the existence of the dapodik, it is hoped that the planning, implementation, and evaluation stages of educational programs can be carried out in a more measured, targeted, effective and efficient manner.

Dapodik is not only used as a school data collection system, but can be used as a source of data and information for schools in making policies and making decisions. Dapodik will be more effective if it can include other activities. Management Information Systems are used so that the data processed therein can produce quality information. Likewise with dapodik, the

data inputted into dapodik can produce quality information for its users. A quality information can be seen from its accuracy, relevance, and timeliness. Some schools use dapodik only as a system for collecting school data from the Education Office. In fact, this dapodik aims to make dapodik a source of data that can be processed into information which can then be used by schools when schools need this information.

The implementation of dapodik does not always go well, schools always experience obstacles or problems. Each school has its own way of finding solutions to the problems it faces. In the data collection process, schools usually do it manually first by distributing data forms that must be filled in to students or educators and education personnel. After this is done manually, the school operator will input the data that has been filled in on the shared format. School operators also have discussion forums on social media that serve as a place to share information or exchange ideas. Aside from that, The role of school operators in implementing dapodik is:

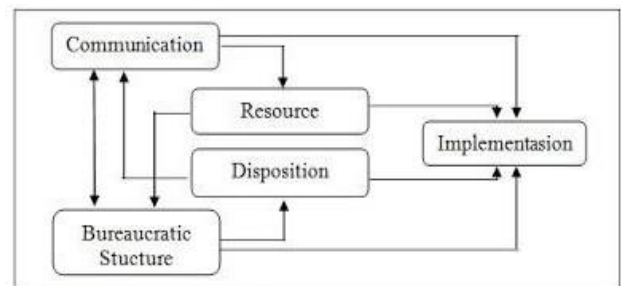
1. Distribute data collection forms to schools, PTK, and students in order to get data to enter into the application.
2. Enter data according to the data filled in on the data collection form.
3. Send data to the server via the dapodik application.

Basic Education Data or Dapodik is a national-scale and integrated data system and is the main source of national education data, which is part of the national education planning program in realizing intelligent and competitive Indonesians. Because without careful

educational planning, all programs formed from this plan will be far from the expected goals. To carry out educational planning, as well as to carry out educational programs on target, fast, complete, valid, accountable and up to date data are needed. With the availability of data that is fast, complete, valid, accountable and up to date, the process of planning, implementing, reporting and evaluating the performance of national education programs can be carried out in a more measured, targeted, effective, efficient and sustainable manner. In connection with this, the Ministry of National Education has developed an integrated national scale data collection system called Basic Education Data (Dapodik). This Dapodik was managed by the PKLN bureau until March 30, 2010, it was handed over to PSP Balitbang. Initially, basic education data can be accessed through the dapodik.org website, namely data from 2006 to 2011. For 2012 data is not available on the dapodik.org site because the site has been closed since January 1, 2012. Based on a circular from the Ministry of National Education no. 1980 / P3 / TP/ 2011 dated 14 September 2011 NPSN and NISN data can only be accessed through the Ministry of National Education website. So, seen from the benefits subsidy, Dapodik plays a very important role in determining policies in decision making. Therefore it is important to conduct research on how *the Implementation of Basic Education Data (Dapodik) to improve the facilities and infrastructure of Senior High Schools (SMA) in Bengkulu City.*

RESEARCH METHODS

This study used descriptive qualitative method. According to Arikunto (2002: 11) qualitative descriptive research that is often carried out in Indonesia is naturalistic qualitative descriptive which shows that this research occurs naturally, in normal situations, as it is and is not manipulated by circumstances and conditions. Does not put forward the previous hypothesis but



Sumber: Widodo, 2011:107

the hypothesis can be born during the research. Sugiyono (2005: 01) states that qualitative research methods are research methods used to examine natural object conditions where the researcher is the key instrument, data collection techniques are triangulation (combined), analysis is inductive and research results emphasize meaning rather than generalization.

RESULTS AND DISCUSSION

In this chapter the researcher will describe the results and discussion of the problems described in Chapter 1, namely: Implementation of Basic Education Data (Dapodik) on Improving School Facilities and Infrastructure.

This study uses a qualitative method. Saryono revealed that (2010) qualitative research is research used to investigate, find, describe and explain the quality or features of social influences that cannot be explained, measured or described through a quantitative approach. This study focuses on implementing whether the dapodik application which is an integrated data

bank can improve and meet the needs of school facilities and infrastructure.

Returning to the theory, George Edward III sees policy implementation as a dynamic process, in which there are many interacting factors and influencing policy implementation. These factors need to be presented in order to find out how these factors influence implementation. In his implementation model, George Edward III proposes four factors that play an important role in achieving successful implementation. Factors that influence the success or failure of policy implementation are communication, resources, disposition, and bureaucratic structure factors (*Edward George C. Edward III's Implementation Model in Widodo, 2011: 96-110*).

Based on the results of research and discussion regarding the implementation of Basic Education Data (Dapodik) above, the following conclusions can be drawn:

1. The policy communication aspect has not been carried out optimally because this is a technical job
2. Aspects of human resources, equipment, capital and information. In the human resource aspect, there is no special Dapodik management team, both in the Provincial Education Office and schools. In terms of equipment, it is sufficient and it helps in implementing DAPODIK, including computers and wifi. In terms of finance, the Bengkulu Provincial Education Office and schools do not have special funding / budget for Dapodik activities either to carry out socialization, monitoring and evaluation of the dapodik itself. Information provided about the application has been systematically provided by the Ministry of Education and Culture
3. Disposition aspect, regarding the management of dapodic data has not been maximized because the inputted
- data must be complete if the dapodic itself will be used as a basis for policy making
4. Aspects of Bureaucratic Structure There is no clear structure in management in the province of Bengkulu

CLOSING

Regarding the implementation of Basic Education Data, based on aspects of the Effectiveness of Main Education Data Management in Efforts to Improve School Facilities and Infrastructure at the Education Office of the Education and Culture Office of Bengkulu Province, especially in Senior High Schools, it is in the process of Main Education Data Input in Efforts to Improve School Facilities and Infrastructure. the socialization can be increased to all schools in Sintang District. The implementation of socialization is expected to involve more technical aspects, especially regarding the data input mechanism and procedure as well as an explanation of what data data schools must fulfill on the Dapodik website regarding facilities and infrastructure.

In the Process of Basic Education Data Processing in the Effort to Improve School Facilities and Infrastructure, it is hoped that the Validation and Verification of Dapodik Data by District and School Teams can be further improved. One effort that can be done is to give more authority to school supervisors and service branches

The government of the Bengkulu Province Education and Culture Office through the Education Office is expected to evaluate the results (output) of Basic Education Data Processing every semester

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