

STUFFLEBEAM'S MODEL APPLICATION OF EDUCATION MANAGEMENT INFORMATION SYSTEMS (EMIS) IN IMPROVING THE QUALITY OF LEARNING SERVICES

Heri Kuswara¹, Engkus Kuswarno², Ahmad Mudrikah³, Usep Kosasih⁴

¹Universitas Bina Sarana Informatika, Jakarta Indonesia

²Universitas Padjajaran Bandung, Indonesia

³Universitas Islam Nusantara Bandung, Indonesia

E-mail: heri.brk@bsi.ac.id

Abstract

Advances in science and information technology have changed the perspective and lifestyle of the Indonesian people in carrying out their activities, including in the world of education. The application of the Education Management Information System (Emis) today is a must for every educational institution. In learning, the application of Emis is expected to improve the quality of learning services which in turn will improve the quality of teachers and students, especially in the field of Information Technology. The four basic management functions put forward by Terry are Planning, Organizing, Actuating and Controlling (POAC), the dimensions of service quality created by Haksever et al. As well as the program evaluation model developed by Stufflebeam (*Stufflebeam's Model*) or CIPP Model becomes theoretical basis as an analysis knife or the framework of ideas used to analyze, synthesize and provide solutions for the application of Emis in SMA and SMK Ma'arif Banyuwangi Garut in improving the quality of learning services. The implementation of Emis in SMA and SMK Ma'arif starts with the creation of a strategic plan for learning Emis, the formation of an IT team and a letter of assignment, budget provision, preparation and procurement of learning media for Emis, preparation of Standard Operating Procedures (SOP), socialization and training on the use of Learning Emis, Implementation of Learning Emis, Evaluation of the application of Learning Emis and the impact of the application of Learning Emis on the quality of learning services and on the quality of teacher human resources and the quality of student human resources.

Keywords: EMIS, POAC, CIPP Model, Service Quality, Learning

INTRODUCTION

Talking about the condition of service quality (quality) at educational institutions in Indonesia, it was recorded that 40.31 percent of 201,557 schools in Indonesia were below the minimum service standard, 48.89 percent were in the position of ordinary or minimum service standards, and only around 10.15 percent of

educational institutions that can be said to have met the national education standards. The existence of educational institutions, including being able to compete with educational institutions in other countries, is only about 0.65 percent. This reality is very worrying for the future of Indonesian education. It is quite worrying, where educational institutions which should be the

best media in shaping the character and insight of students, but do not meet the standards in their services. Seeing facts like that, a fundamental question arises about the quality of human resources for Indonesian graduates in the future? This problem needs to be studied and addressed. Schools need to be standardized. Infrastructure should be equipped. Teaching staff must meet qualification standards. Thus it is expected that student learning outcomes can be fulfilled.(Oktaviana, 2019).

Honkis (2017: 72) said "The availability of a good management information system will support educational activities in an institution. The management information system in schools is very important in supporting teaching and learning activities in schools. The education management information system (Emis) is very useful as a medium that functions to convey information to students and parents of students ".(Indonesia et al., 2017). Meanwhile, Ismail LO, Ristati S (2017: 294) states "With an education management information system (Emis), educational organizations will experience the following benefits: Availability of data management and educational information. Furthermore, there is integration of educational data and information in supporting decision making. The availability of complete educational

data and information for all stakeholders who join in the field of education ".(Management, 2017)

The application of the Education Management Information System (Emis) is a strategic program that SMA & SMK Ma'arif Banyuresmi Garut runs. The application of this education Management Information System (Emis) is in order to improve the quality of learning services, the quality of teacher human resources and the quality of student human resources. Application of management information systems in improvement The quality of this learning service starts with the making of a strategic plan (renstra), the formation of an IT team, the preparation of Standard Operating Procedures (SOP), socialization and training on the use of the Education Management Information System (Emis) for teachers and outreach to students. This limitation of the problem is carried out to prevent widespread differences. Conceptual boundaries include core issues that are directly related to the implementation of the application of education management information systems for teachers and students in learning activities including: context, input (input), process and output (output) or product. Operational limitations based on the management information system object

under study, this research was conducted at SMA & SMK Ma'arif Banyuresmi Garut.

This research is based on a theoretical basis which is classified into three theoretical foundations, namely a grand theory in the form of management functions according to Terry in Sukarna (2011: 10) dividing the four basic functions of management, namely Planning, Organizing, Actuating, and Controlling (Supervision). These four management functions are abbreviated as POAC.(Hestanto, 2019). With the middle theory in the form of service quality dimensions created by Haksever et al Ariani

DW (2020: 18).(Arian, 2014). While *Application Theory* used is the program evaluation model theory developed by Stufflebeam (*Stufflebeam's Model*) that also known by name *CIPP Model*. This CIPP model stands for Context, Input, Process, and Product. This CIPP model will be the target of evaluation, which is nothing but a component of the process of an activity program. CIPP Model can also be interpreted as an evaluation model that views the program being evaluated as a system.(Ananda & Rafida, 2017). The problem formulation scheme of this study is described as follows:

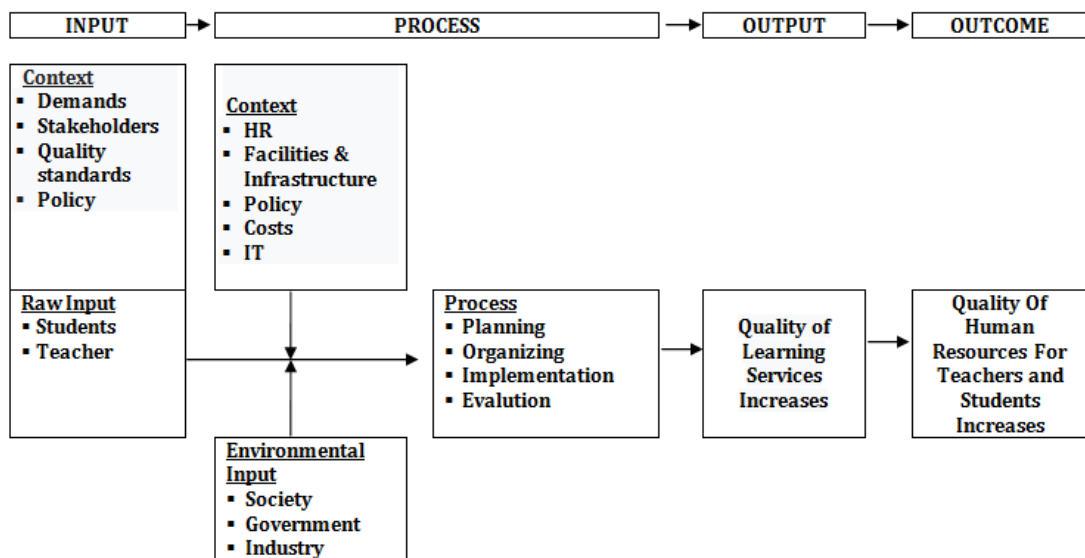


Figure 1. Problem Formulation

From the description of the problem formulation above, the researcher formulates a variety of questions about "How to Planning, Organizing, Implementing, Evaluating and Impacting the Implementation of the Education

Management Information System (Emis) in Improving the Quality of Learning Services in SMA & SMK Ma'arif Banyuresmi Garut? The problems studied include the Education Management Information System (Emis) in improving the quality of

learning services at SMA & SMK Ma'arif Banyuresmi Garut, the problem boundaries are as follows: 1) Education Management Information System (Emis) in SMA & SMK Ma'arif Banyuresmi Garut, 2) Educational institutions that are the subject are SMA & SMK Ma'arif Banyuresmi Garut, 3) Quality of Education Management Information System Services (Emis) in learning activities.

The purpose of this study was to obtain an overview and analyze the application of the Education Management Information System (Emis) in improving the quality of learning services in SMA & SMK Ma'arif Banyuresmi Garut. While the hypothesis of this study is that management functions have been implemented in the application of learning Emis so as to improve the quality of learning services, the quality of teachers and the quality of students. However, the not optimal implementation of these management functions has caused various problems including: 1) less structured planning and seems sudden, 2) lack of human resources in the field of information technology, 3) lack of ability and teacher understanding of the use of Emis, 4) no evaluation of Emis socialization and training for teachers and 5) lack of Emis learning media. Thus the findings and analysis can be used as input and evaluation material for SMA and SMK Ma'arif to continue to develop learning

Emis in an effort to improve the quality of learning so that the ultimate goal of implementing Emis is to improve the quality of teachers and students.

Research on application The Education Management Information System (Emis) is not a new research, many researchers have carried out almost the same research, including research conducted by Ahyar (2015) concerning analysis and study of the implementation of educational innovation management (Learning) in superior classes or schools (Study Multisitus in MTsN Model Praya and MTsN 1 Model Mataram ".(Ahyar, 2015). Mukhlisin (2015) succeeded in conducting analysis and solutions to the implementation of Information and Communication Technology-Based Management Information Systems in Improving the Quality of Teacher Professional Education and Training Services (PLPG), (Case Study on MTsN 1, MTsN 2, MTs Pancasila in the Ministry of Religion of Bengkulu City) ".(Mukhlisin, 2015). Hasan., MR (2014) also succeeded in researching the implementation of Emis in an effort to increase the effectiveness of teaching and learning activities and administration in Islamic schools (Case Study at SMP Plus Alkautsar Malang) ".(Hasan, 2014)

RESEARCH METHODS

In this study, the researcher used a qualitative research approach, considering that the objects to be studied were values, attitudes, behaviors and symbols used, where problems tend to be unclear, holistic, complex, dynamic and full of meaning. This qualitative research was chosen as a solution to data on social situations and conditions that can be collected and netted by quantitative research methods using research instruments such as interview guides, questionnaires and questionnaires.

In order to provide solutions to the problems of the Education Management Information System (Emis) in improving the quality of learning services at the Ma'arif Garut Education Institute, a descriptive method with a qualitative approach is needed because this method examines the process of implementing an education management information system. The data source in this study was purposive sampling which focused on selected informants with a lot of case information and in-depth studies. The selected informants included the principal, vice principal, school committee, IT team, teachers and students.

The main data in this study can be in the form of events, answer information in the form of words or actions of the people being observed or interviewed. Researchers collected qualitative data in the form of words in the form of descriptions and

numbers. While the data collected in this study are data related to the education management information system in improving the quality of learning services in SMA and SMK Ma'arif Banyuresmi Garut. Data analysis was performed using descriptive techniques. The stages in data analysis are: data collection, data reduction, data presentation, drawing conclusions, and verification / interpretation.

LITERATURE REVIEW

Management Functions

Terry provides an overview of the four functions of management, namely Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated as POAC. According to him, planning is the use of facts and relates to facts as well as making and using forecasts or assumptions for the future by providing an overview and formulation of various activities needed to achieve the desired results. Terry in Sukarna (2011: 38) argues that Organizing is "determining, grouping, and arranging various activities that are united to achieve goals, placement of people (employees), on various activities, availability of ideal physical according to the needs of the activity and appointment of authority delegated to each person in relation to the implementation of each expected activity. " Terry in Sukarna (2011: 82) says that: "Movement is to arouse and encourage all group members so that they

want and try hard to achieve goals sincerely and in line with various planning and organizational wishes from the leadership".(Hestanto, 2019)

Quality of Service

Based on the dimensions of service quality, the theory created by Haksever et al Ariani DW (2020: 18) is brilliant with his ideas about services he interpreted as an economic activity that produces time, place, form and psychological use. In relation to human resources, service officers who are able to understand and operate a good service system are needed. Different characters and types of customers, it is necessary to have a different strategy or service method and this must be known by the service personnel, a service officer must know the customer well before he is given service.(Arian, 2014). Sinambela said that in theory, the purpose of public service is basically to satisfy the public. To meet satisfaction, excellent service quality is the solution. This is reflected in; transparent, accountability, conditional, participatory, equal rights, balance of rights and obligations. This is an important matter in prioritizing service by considering various aspects so that the quality of the service itself can be maximized and can be accounted for so that customer satisfaction can be realized.(Budiman et al., 2016)

Program Evaluation

Ananda R., Rafida T (2017:1-2) says "Evaluation is an investigation, research, investigation, or systematic examination of the value of an object. In the operational realm, Stufflebeam and Shinkfield provide ideas about evaluation which is the process of planning, obtaining, reporting, and using descriptive information and considering several object benefits, significance and honesty values to direct policy making, accountability and motivation or support, spreading practices effective practice as well as increasing understanding of the phenomena involved".(Ananda & Rafida, 2017)

Arikunto and in West Java Ananda R., Rafida T (2017: 4) said "The program is defined as a unit or activity unit which is the realization or implementation of a policy, takes place in a continuous process and will occur in every institution involving many or a group of people" .. "In this case there are three important and necessary definitions. emphasized in determining the program, namely: (a). Realization or implementation of a policy. (b). runs in a relatively long period of time and does not occur in a single activity but is continuous. (c). Occurs in organizations that involve a group of people".(Ananda & Rafida, 2017)

Joan inside Ananda R., Rafida T (2017: 5) presenting a different definition of a

program, according to him, a program is anything that a person tries to try in the hope that it will bring results or influence. In this case, a program can be tangible such as a curriculum, or an intangible form such as a procedure. According to Suherman and Sukjaya in Ananda R., Rafida T (2017: 5) "A program is an activity plan formulated operationally by taking into account all factors relating to the implementation and achievement of the program".(M.S..P., n.d.)

Brikerhoff et al defines program evaluation as "a process of finding the extent to which program or project goals and objectives have been realized, providing information for decision making, comparing performance with standards in order to identify gaps, assessing price and quality and systematic investigation of the value or quality of an object. ". "Program evaluation, according to Tyler, is a process to determine whether the goal has been realized. Arikunto said program evaluation was an activity intended to find out how high the success rate of the planned activity was.(Ananda & Rafida, 2017)

Sukmadinata inside Ananda R., Rafida T. (2017: 8)said "The objectives of program evaluation are: 1). Supporting the design solutions for the implementation of activities or programs, 2) Assisting in determining program improvement or change decisions. 3) support the decision of a program to continue or stop. 4) Obtain

evidence or facts whether there is support or resistance to program implementation and 5) Contribute to the understanding of psychological, social, political processes in program implementation as well as the factors affecting the program ".(Ananda & Rafida, 2017)

Stufflebeam Model (CIPP Model)

Ananda R., Rafida T (2017: 43) explains The CIPP model which stands for Context, Input, Process, and Product is an evaluation target which is nothing but a component of the process of an activity program. The CIPP model is an evaluation model that defines a program as a system. The great thing about this model in each type of evaluation is that it is related to decision-making tools (decisions) concerning the planning and operation of a program. The advantages of the CIPP model provide a comprehensive / comprehensive evaluation format at each evaluation stage, namely the context, input, process, and product stages.(Ananda & Rafida, 2017)

The CIPP model argues that the success of educational programs is influenced by various factors, such as: the characteristics of students and the environment, program objectives and the equipment used in the procedures and the program implementation mechanism itself. The purpose of the evaluation model is to provide valid and useful information for

assessing alternative decisions, helping the audience to assess and develop the benefits of educational programs or objects. And Assist in the development of policies and programs. The following is an explanation of the CIPP model developed by Stuffelbein Ananda R., Rafida T (2017: 45-49):

Context Evaluation (Context Evaluation)

"Context evaluation helps plan decisions, determine the needs to be achieved by the program and formulate program objectives". Tayibnapis inside Ananda R., Rafida T (2017: 45). The main purpose of context evaluation is to determine the strengths and weaknesses that are owned. Known strengths and weaknesses will enable an evaluator to provide the necessary direction for improvement.

Input Evaluation (Input Evaluation).

The solution helps and regulates decisions based on the evaluation of inputs, as well as in determining the existing resources, what alternatives are taken, what are the plans and strategies to achieve goals, and how are the working procedures to achieve them. Questions relating to input lead to solving problems that encourage the implementation of the program in question. In this case the input evaluation component includes: a) human resources, b) supporting

facilities and equipment, c) funds or budgets, and d) various procedures and necessary rules.

Process Evaluation (Process Evaluation)

Process evaluation is the result of an assessment of the data that has been collected in program implementation practices. The point is process evaluation to understand and find out the various plans that have been implemented and what components need to be improved. Process evaluation reveals questions about "what" (what) activities are carried out in the program, "who" (who) the person appointed as the person in charge of the program, "when" (when) the activity will be completed. Process evaluation is aimed at how successful the activities that have been implemented in the program are carried out according to plan. Arikunto and in West Java Ananda R., Rafida T (2017: 46-47).

Product Evaluation (Product / Result Evaluation)

According to Tayibnapis in Ananda R., Rafida T (2017: 47-49) product evaluation to help make further decisions, both about the results that have been achieved and what is done after the program is running. Stuffelbein inside Ananda R., Rafida T (2017: 47) In a paper presented at the Annual Conference of the Oregon Program Evaluation

Network (OPEN) Portland in 2003, extends the meaning of product evaluation into impact evaluation, effectiveness evaluation, sustainability evaluation, and transportability evaluation (transformation evaluation)

In the context of education, Sudjana and Ibrahim deep Ananda R, Rafida T (2017: 48) translating each of the CIPP dimensions with the meaning:

Context This means a situation that affects the various educational goals and strategies that will be developed in the system concerned. This situation is an external factor, such as a perceived educational problem, the state of the economy, the state, and the people's outlook on life.

Input Regarding the means, capital, materials, and strategic plans established to achieve educational goals, the input components include students, teachers, designs, suggestions, and facilities.

Process, the existence of a strategic activity and the use of facilities, capital and materials in real activities in the field, the process components include learning, mentoring and training activities.

Product The output or goals that are achieved both during and at the end of the development of the education system concerned, the product

components include knowledge, abilities, and attitudes (students and graduates). (Ananda & Rafida, 2017)

Emis

Collaboration of human resources with ICT or information technology to select, store, process, and retrieve data in order to support the decision-making process in education is known as Emis (Education Management Information System). Rochaety E, et al (2005: 12). SIM Pendidikan (Emis) is "an information system that functions to manage educational information. One of the involvement of an educational SIM is to support the efficiency and effectiveness of educational activities and services. Emis is useful in improving the ease of information flow, quality control, and cooperation with other parties. The application of Emis must be balanced both in tablespoons and in cash. Yakub and Vico Hisbanarto (2014: 59). (Ii et al., 2013)

Emis is an option in helping to provide data with related parties. SIM as a collection of resources in an institution or organization that has the responsibility of collecting and managing data in order to produce useful information for all levels of management in planning, organizing, implementing and controlling activities. Emis implementation requires alignment of available resources. The implementation of Emis requires various preparations, so that

the hope of applying it can be realized according to the development of the world of education. Yakub and Vico Hisbanarto (2014: 31). In operating Emis, divisions or departments that handle special functions can be functioned. This division or department has the authority to manage and use Emis, including standards and procedures for their use. Emis can provide quality service output. This view of service quality is based on the dimensions of reliability (reliability or trustworthiness), responsiveness (responsiveness or responsibility), assurance (assurance or certainty), empathy (caring or genuine), and tangible (physical or tangible products). Implementation of education SIM will affect the image of educational organizations. The performance of school organizations (education) depends on various things, namely: leadership, human resources, strategic policies, process management, customer decisions, and social responsibility. Control of the quality of information services is the duty, mandate and responsibility of every employee in an organizational unit in order to provide decisions to customers (customer satisfaction). (Li et al., 2013)

Legal Basis

The application of the Education Management Information System (Emis) in the learning process is an effort to improve

the quality of education services, so that the goals of national education are achieved. The legal basis relating to the Implementation of the Education Management Information System (Emis) is contained in various policies regarding education including: 1) the 1945 Constitution of the Republic of Indonesia, 2) Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Law on National Education System), concerning Educational Facilities and Infrastructure, 3) Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 4) Law of the Republic of Indonesia Number 9 of 2009 concerning Legal Entities Education, 5) Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Standards, 6) Government Regulation of the Republic of Indonesia Number 66 of 2010 Amendment from PP Th 2010 No.17 concerning Management and Implementation of Education. 7) Permendikbud of 2018 No.34 contains the National Standards for Vocational High School Education / Madrasah Aliyah. (Kemdikbud, 2020)

The importance of the quality of education services is summarized in the three National Policy Directions and the Ministry of Education and Culture's Policy Plan on Non-Physical DAK for Fiscal Year

2021, which are as follows: 1) Increase the availability / assurance of access, and the quality (quality) of education services as an effort 12 Years of quality, by paying greater attention to the needs of affirmative regions and regions with low educational performance. 2) Providing assistance to local governments through the completion of the fulfillment of educational facilities and infrastructure for the provision of quality education services in order to meet the Minimum Service Standards (SPM) of Education. 3) Improve the quality of school or educational infrastructure and facilities in support of quality learning to be able to produce skilled and skilled graduates, especially in supporting the development of priority areas, Major Projects, and national priority sectors (especially the tourism and industry sectors).(Satriawan, 2020)

RESULTS AND DISCUSSION

The results of research on the application of Emis in SMA and SMK Ma'arif Banyuresmi Garut are based on the theoretical foundation of management and management functions according to GR Terry, the theory of service quality created by Haksever et al and the theory of program evaluation models developed by Stufflebeam (Stufflebeam's Model) which also known as the CIPP Model is as follows.

Result Research at the Planning Stage of Learning Emis Implementation

The implementation of the Education Management Information System (Emis) in improving the quality of learning services at the planning stage in both schools has been implemented, this can be seen from the strategic planning and activities carried out in preparation for the implementation of the Learning Emis. In this case the Principal conducts a preparatory meeting by inviting the deputy principal, teachers, school committees and school operators to discuss preparations for the implementation of the Emis Learning both in terms of human resource readiness and, readiness of facilities, equipment and equipment.

Referring to the planning management function described by Terry, planning is the selection of facts and linking facts as well as making and using estimates or assumptions for the future by describing and formulating the activities needed to achieve the desired results. it is desirable that the interpretation of the implementation of the planning for implementing the learning Emis in both schools has been implemented but is not in accordance with expectations. This can be seen from the lack of careful planning both in terms of scheduling / agenda of activities to be carried out, preparation of human resources and other supporting facilities and equipment.(Hestanto, 2019)

The researcher concluded that the planning stages of the implementation of the Learning Emis in both schools must be evaluated so that in the future they are able to formulate and describe the activities to be carried out so that good, managed, structured and planned planning will have the best impact on the next stage of management, namely organization.

Result Research at the Organizing Stage of the Implementation of Learning Emis

Organizing is impossible to happen if there are no relations or relationships with each other and without assigning specific tasks to each unit. Terry in Sukarna (2011: 38) interprets about organizing as follows, namely: "Organizing is determining, grouping, and arranging the kinds of activities needed to achieve goals, placing people in various activities, physical elements to make them ideal for needs. work and appointment of authority, delegated to each person in relation to the implementation of each expected activity. "(Hestanto, 2019)

Referring to the above organizing theory, the stages of organizing an education management information system (Emis) in improving the quality of learning services at the two schools have been implemented, this can be seen from various organizational activities such as the

formation of an IT team and a letter of assignment, providing a budget for the purchase of supporting facilities and equipment. , as well as the socialization and training of learning Emis by the IT Team.

However, the researchers concluded that the organization that was carried out was still lacking here and there. Starting from the absence of specialists who specifically handle the development of the Learning Emis, where the development or development of an information system must be carried out by experts in their fields, namely system analysts as system designers, programmers as program designers and IT staff as hardware designers and network installations and software. In addition, there is no planned schedule for organizing this, and the funds provided are very minimal so that the procurement of supporting facilities and equipment is still not as expected.

Result Research at the Implementation Stage of Learning Emis

Terry interpreted the movement or implementation as an activity or activity to increase and encourage all members of the group to be willing and try hard to achieve goals sincerely and in harmony with the planning and organizational efforts of the leadership. (Hestanto, 2019). Activities at the implementation stage of the Education Management Information System (Emis) in

improving the quality of learning services at both schools can be carried out, this can be seen from the activities of implementing Learning Emis that are carried out by teachers and students in the classroom (study room). Teachers in the teaching process use Emis as an effective means / media in the classroom in order to improve the quality of learning services. Likewise, students seemed enthusiastic about the learning process using Emis media.

However, the implementation of the Emis learning in the two schools has not met expectations, this can be seen from the many shortcomings and obstacles here and there. The teacher as the main user of the application of the learning Emis even though it has been given socialization, training and the existence of the SOP for the use of the learning Emis, is still less skilled in its use. Any minor damage or disturbance to the computer, LCD and sound system that the teacher should be able to fix cannot be repaired so it takes time to bring in an IT team. These conditions certainly hinder the learning process in the classroom both in terms of time and student motivation in learning.

Result Research at the Supervision Stage of Learning Emis Application

Supervision is seen by Terry "as an important activity in determining what must be achieved, namely standards, what is being done, namely implementation,

assessing implementation, and if necessary to make improvements, so that the implementation is in line with the plan, especially according to the standard (measure)". In management, supervision plays an important role in testing whether the implementation of work is orderly, directed or not. Controlling functions to oversee various activities so that they are aimed at their goals, so that the stated goals can be achieved.(Hestanto, 2019)

The supervision of the implementation of the learning Emis in both schools has been implemented properly. Supervision is carried out in the form of indirect by the principal or vice principal of the curriculum field to classes that are carrying out the learning process. On the sidelines, interviews or communication with teachers and students were also carried out, regarding various matters relating to the application of learning Emis, both the benefits, drawbacks, obstacles and suggestions from teachers and students for future Emis development.

From the supervision carried out by the principal or deputy principal above, the researcher concluded that the supervisory function of the learning Emis in both schools was running properly, but supervision should be carried out by including the IT Team as the future Emis development and development team, so

that the Team can immediately find various complaints and shortcomings of the learning Emis.

Research Results on the Evaluation of the Implementation of Emis in Improving the Quality of Learning Services

Stufflebeam & Shinkfield in M Darodjat W. (2015: 8) said that "Product Evaluation is useful in describing, measuring and determining the achievement of the results of a program, ensuring how much the program has met the needs of a program group served". (Darodjat., Wahyudhiana, 2015)

Referring to the above theory, an evaluation of the application of learning Emis in SMA and SMK Ma'arif Banyuresmi Garut is as follows:

Impact evaluation(influence evaluation). It was found that the effect of the application of learning Emis in SMA and SMK Ma'arif Banyuresmi Garut includes the increase in the quality of learning services and the increase in the quality of human resources for teachers and students, especially in the field of IT. However, this influence is not significant given the lack of optimal management functions performed.

Effectiveness evaluation(effectiveness evaluation). The implementation of learning Emis at SMA and SMK

Ma'arif Banyuresmi Garut is quite effective. this can be seen from the enthusiasm of teachers and students in utilizing learning Emis in class. However, it is not in accordance with the expected effectiveness, this can be seen from the existence of various obstacles in its implementation, both human resource constraints, facilities and equipment supporting learning Emis.

sustainability evaluation(sustainability evaluation). Seeing the importance of learning Emis applied in this digital era, the implementation of learning Emis in SMA and SMK Ma'arif Banyuresmi Garut must continue to be implemented and developed. The development of intranet and internet (elearning) based learning Emis is the best answer to the needs and challenges of today's times.

- 1) *Transportability evaluation* (transformation evaluation). Transformation is something that must be done by every institution, including educational institutions. Therefore the application of learning Emis in SMA and SMK Ma'arif Banyuresmi Garut in its development must continue to be followed, understood and utilized properly by users, especially by teachers and students. Thus the transformation

carried out in the application of learning Emis will not get resistance, especially from Emis users, namely teachers and students.

Result Research on the Impact of the Application of Learning Emis

Haksever et al in Ariani DW (2020: 18) defines service "as an activity that produces time, place, form and psychological use". The existence of quality services is a reflection of the good quality of education in an educational institution including secondary education institutions. SMK Ma'arif Banyuresmi Garut, which is one of the vocational education institutions in the Garut Regency, West Java, tries to continue to improve educational services through various programs, one of the programs that has recently been implemented is the application of learning Emis to improve learning services in class.(Arian, 2014)

The conclusion from the results of the research conducted on the application of the learning Emis in both schools had a good (positive) impact. At least three positive impacts were found, namely the impact on the quality of learning services increasing, the impact on the quality of teacher human resources, especially the understanding and skills in the IT field, and of course the impact on improving the quality of student human resources.

Innovative Ideas (Novelty)

Education Management Information System (Emis) today is a must for all educational institutions, including SMA and SMK Ma'arif Banyuresmi Garut. Emis must be applied as an answer to the needs and challenges of this digital era. The application of learning Emis should be implemented based on a network both intranet and internet and integrated with other information systems in schools in order to produce many outputs needed by schools, learning citizens, government and society. The success of implementing Emis in improving the quality of learning services will show results if in the development and development of the Emis optimizing management functions, management strategies and evaluating the existing Emis.

On the basis of the rational reasons above, by referring to the results of the discussion of research that has been carried out, the researcher intends to try to provide an idea or novelty idea, the result of improvisation or strengthening of the shortcomings and weaknesses of the description of the research results that have been carried out. The research model that the researcher presents is by collaborating several theoretical foundations, namely from the management side, the researcher collaborates the GR terry management theory namely Planning, Organizing, Actuating, Controlling with Jhon F. Mee's management theory namely Planning,

Organizing, Motivating, Controlling. The collaboration of the management functions of the two experts, so that the results can be perfect, can be synchronized with the three stages of the strategic management process, namely: 1) Strategy formulation stage: includes making a vision, mission, goals and objectives, identifying internal and external factors of the organization, making medium and long term plans, and developing strategies to implement them. 2) Strategy implementation stage: includes determining policies, motivating the organization's human resources, allocating resources so that the formulation of the strategy can be carried out. And 3). Evaluation strategy stages that include controlling the results of the draft or strategy formulation and implementation, performance measurement, and taking corrective action.(Hefniy & Fairus, 2019)

In terms of quality or service quality produced, the researchers adopted the theory of Bridge, Judd, and Mocc in Maksumah., NM. (2017: 46-47) which states that “educational outcomes are a production function of the education system. The quality of education is the result of good learning, leadership or leadership, teacher participation, student participation, management, organization, physical environment and resources, school customer satisfaction, input and facility

support, and school culture. If optimized, these components will be able to improve the quality or quality of schools as education delivery units.(Maksumah, 2017).

The eclectic approach by synergizing and collaborating several models can be a reference in implementing the program evaluation model. Tayibnapis said, "The eclectic approach is to choose various models from several options that best suit your needs, according to the situation and in accordance with local conditions. The choice of an evaluation model will depend on the ability of the evaluator, the purpose of the evaluation and for whom the evaluation is carried out. The evaluation system undertaken should be clearly focused on the process of improvement rather than the responsibility for the final product. This system must be operated close to the point of intervention (the object in this case the program) for change".(Ananda & Rafida, 2017)

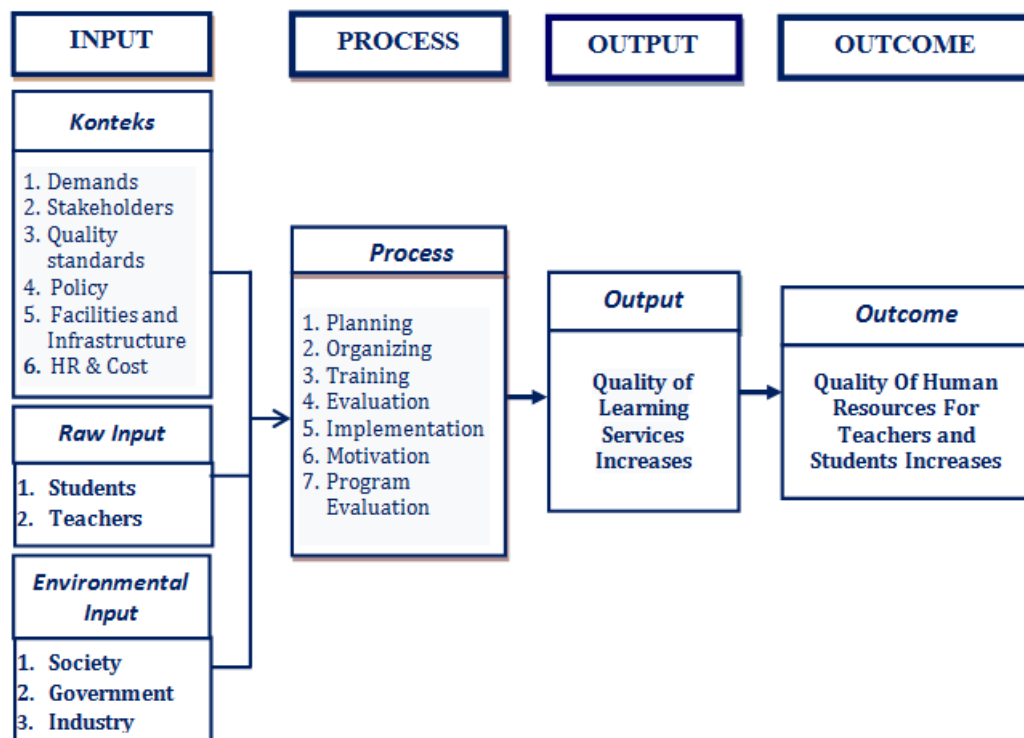
One of the program evaluation models according to Ananda R, Tien Rafida (2017: 43) is the model developed by Stufflebeam is the CIPP model which is an abbreviation of the initial letter of four words, namely Context, Input, Process, and Product. The CIPP or Stufflebeam model is an evaluation model that views the program being evaluated as a system. This model has the advantage of each type of evaluation

connected with the media decision-making (decision) regarding the planning and operation of a program. The CIPP model has features, including being able to produce a comprehensive or comprehensive program evaluation at each evaluation stage, namely the context, input, process, and product stages. (Ananda & Rafida, 2017)

The novelty idea that the researcher proposes to evaluate the learning Emis implementation program is to collaborate the CIPP Model (Stufflebeam Model) with The evaluation model developed by Kirkpatrick is known as the term "Kirkpatrick

four levels evaluation model". This Kirkpatrick model evaluates training programs. According to Kirkpatrick, evaluation of the effectiveness of the training program includes four levels of evaluation, namely: Level 1: reaction, Level 2: learning, Level 3: behavior and Level 4: result. (Ananda R, Tien Rafida (2017: 49-54). (Ananda & Rafida, 2017)

The development or modification of this model the researcher named the Kuswara Model. The framework for analyzing the innovative ideas of the Kuswara model is as follows:



2. Figure Evaluation of Kuswara Model Learning Emis Application Program

CONCLUSION

The application of learning information systems (Emis) in SMA and SMK Ma'arif Banyuresmi Garut in order to improve the quality of learning services has been implemented since mid-2020, this can be seen from the existence of Emis devices in the learning room. The implementation of the implementation of Emis in the two schools has followed the proper management precepts, where in its implementation, management functions are carried out, starting from the planning stage of Emis, organizing Emis, implementing / implementing Emis, monitoring Emis and evaluating the results of supervision that has been carried out.

Limited human resources, costs, facilities and supporting equipment for Emis as well as the limited understanding of school principals, operators and teachers of management functions that must be implemented, make the process of implementing management functions in the application of learning Emis less optimal and not running as expected. The limitations of human resources that only empower computer operators and teachers, very minimal budget costs and limited supporting facilities and equipment give the conclusion that the implementation of learning simulations in SMA and SMK Ma'arif Banyuresmi Garut must be

improved and improved so that the quality of learning services is improved, the quality of human resources is improved. teachers and the quality of student human resources will be significant.

SUGGESTION

The consequences that must be done by SMA and SMK Ma'arif Banyuresmi Garut on the application of Emis in improving the quality of learning services are as follows:

First; The application of Emis in improving the quality of learning services must be evaluated properly, correctly, planned and programmed. There are many evaluation models that can be used as a reference for evaluating the implementation of learning Emis programs including: Goal-Free Evaluation Approach (Scriven), Formative and Summative Model (Scriven), Five-level ROI Model (Jack Phillips), Context, Input, Process, Product or CIPP Model (Stufflebeam), Four levels evaluation model (Kirpatrick), Responsive evaluation model (Stake), Context, Input, Reaction, Outcome or CIRO model, Congruence-Contingency model (Stake), Five Levels of Evaluation model (Kaufmann), Program Evaluation and Review Technique or PERT model, Alkin model, CSE-UCLA Model, Provous Discrepancy model, Illuminative evaluation model and others. (Ananda R,

Tien Rafida, 2017: 42).(Ananda & Rafida, 2017)

Second; Optimizing the management function in the application of the Education Management Information System (Emis) must be carried out by the two schools so that the output and output in improving the quality of learning services, improving the quality of teacher human resources and the quality of student human resources are increasingly being felt.

Third; In optimizing the management function of implementing learning Emis, the two schools are encouraged to implement strategic management. In the field of education, Siagian in Irani U., Z, et al: (2014) suggests strategic management as: "A dynamic process carried out by educational organizations that takes place continuously which results in the best decisions that are capable of displaying high performance and achievement, according to with organizational goals, namely the achievement of the vision and mission. Strategic management is important to be implemented in institutions or organizations to strengthen internal and external systems of the organization because strategic management is a dynamic process that takes place continuously in school institutions because schools are faced with changes in the internal and

external environment.(Ulfah Iran et al., 2014)

Fourth; Human resource development in the form of further studies and in the form of training must continue to be carried out by both schools in order to be able to become professional, skilled, intelligent, and creative human resources in implementing school programs. In addition, the availability of resources in the form of learning media and supporting equipment must be adequate so that the implementation of Emis can be felt for the benefit of improving the quality of educational services.

Fifth; Inculcating a good work ethic or work culture and adapting to local culture will have implications for the creation of full support from various parties for various strategic programs that will be or are being implemented by the two schools. Therefore, school leaders, in this case the principal, in addition to making written rules or policies in accordance with the guidelines and guidelines outlined by the government, schools must be able to apply culture or work based on local wisdom. Patterns or approaches based on local wisdom will be more easily understood and accepted by the learning community, especially teachers and students as a strategy for success in implementing educational programs, especially the application of learning Emis to improve the quality of

learning services, the quality of teacher human resources and the quality of student human resources.

Sixth; The application of the education management information system (Emis) in improving the quality of learning services must be developed by optimizing the internet and intranet networks. The internet network can function as distance learning or elearning while the intranet network can function as a learning process in a classroom or school that is integrated with a server as a data center.

Seventh; Comparative study programs and study visits to schools that are considered better in the application of learning Emis and to school partners, especially industry must be done so that both schools get new knowledge, knowledge and experience and know the needs of learning citizens, especially students and teachers as well as the needs of the community and industry. the importance of applying intranet and internet-based learning Emis today.

Eighth; Education Management Information System (Emis) Learning is one of the many information systems that must be implemented in educational institutions, therefore the two schools must build and develop other information systems in schools so that they are integrated with learning Emis. The information system in

question includes academic information systems, financial information systems, employee and teacher payroll information systems, student information systems, exam information systems, school equipment and equipment information systems, library information systems, and others.

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