

MONITORING AND EVALUATION INFORMATION TECHNOLOGY COMPETENCE AND BASIC COMMUNICATION ADMINISTRATION OF STUDENTS ISLAMIC EDUCATION MANAGEMENT PROGRAM

Dani Hermawan

UIN Kiai Haji Achmad Siddiq Jember
dani_oz@uinkhas.ac.id

Diah Novita Sari

UIN Kiai Haji Achmad Siddiq Jember
novnovita8@gmail.com

DOI: <https://10.35719/jieman.v5i1.186>

Abstract

This article aims to explain the results and impact of monitoring and evaluation of Basic Administrative Information and Communication Technology competencies in Islamic Education Management Students in the 2019-2021 class, such as Microsoft word, Microsoft excel and Internet Digitalization. The method used is a descriptive quantitative method. Collecting data using tests, interviews and documentation. Data analysis used descriptive statistical analysis using the Statistical Package for the Social Sciences (SPSS) for windows version 22. The results of the analysis showed that most of the implementation of Basic Information Technology and Computer (ICT) Administration competencies in MPI students for the 2019-2021 class year had not been carried out in accordance with applicable vision and mission provisions. There are several dominant factors that cause this; lack of computer learning, especially on Microsoft Excel in preparing the administration of facilities and infrastructure, and

its completeness. However, after knowing the basic administrative ICT scores that have been filled in the tests given by researchers, students want to change their mindset by improving themselves with basic computer administration courses according to the total score of 91.8%.

Artikel ini bertujuan untuk menjelaskan tentang hasil dan dampak monitoring dan evaluasi kompetensi Teknologi Informasi dan Komunikasi Dasar Administrasi Pada Mahasiswa Manajemen Pendidikan Islam Tahun angkatan 2019-2021 seperti halnya Microsoft word, Microsoft excel dan Digitalisasi Internet. Metode yang digunakan adalah metode kuantitatif deskriptif. Pengumpulan data menggunakan tes, wawancara dan dokumentasi. Analisis data menggunakan analisis statistik deskriptif menggunakan Statistical Package for the Social Sciences (SPSS) for windows version 22. Hasil analisis menunjukkan bahwa sebagian besar pelaksanaan kompetensi Teknologi Informasi dan Komputer (TIK) Dasar Administrasi pada mahasiswa MPI tahun angkatan 2019-2021 belum terlaksana sesuai dengan ketentuan visi dan misi yang berlaku. Ada beberapa faktor dominan yang menyebabkan hal tersebut; kurangnya belajar komputer terutama pada Microsoft excel dalam menyusun administrasi sarana dan prasarana, dan kelengkapannya. Namun setelah mengetahui nilai TIK dasar administrasi yang sudah diisi dalam tes yang di berikan oleh peneliti mahasiswa ingin merubah pola pikirnya dengan memperbaiki diri dengan kursus komputer dasar administrasi sesuai dengan jumlah perolehan skor 91,8%.

Keywords: Dasar Administrasi, Kompetensi, Teknologi Informasi Dan Komunikasi

Introduction

Educational management is the process of developing students' self-potential so that they have the necessary skills through planning, supervising, organizing activities. In accordance with the definition of education management. According to Rivai Education Management is the process of coordinating various educational resources, such as educational training, educational facilities and

infrastructure such as libraries, laboratories, information technology, and so on to achieve educational goals and objectives.¹

In the era of modern development, as now, information and communication technology is developing very rapidly. Utilization of information technology has become a tool used in various fields such as the world, business, offices, and education administration that uses technology such as Microsoft word, Microsoft excel, and e-mail. One of the uses of information technology, namely in office administration in data processing and data storage which is often carried out in an educational institution is an important requirement and cannot be ruled out because the demand for fast and precise administrative services are an absolute thing to carry out duties as an administrative staff. . Technology also provides many conveniences, as well as a new way of carrying out human activities. Humans have also enjoyed the many benefits brought by the technological innovations that have been produced. The development is considered as a solution to administrative problems such as inefficient in cost, not effective in time, impractical in use².

Information and communication technology provides many benefits in the field of educational administration as well as: it can help improve the welfare of education, assist and facilitate access to education widely is able to increase the efficiency and effectiveness of management, management and administration of educational institutions, improve the quality or quality of learning between educators and participants educate. ICT benefits everyone who has engaged in education, starting from school principals, education staff, educators, students. In essence, ICT is able to help facilitate work ranging from data collection to processing data and

¹ Minnah El Widdah, Sri Wahyuningsih, and Miftahul Fiqri, 'Performance of Administrative Staff Based on Information and Communication Technology in Improving Service Quality at SMA Negeri 11 Jambi City', *Prosiding International Seminar On Islamic Studies And Education (ISoISE)*, 3, November (2020), 23-41.

² Hermawan, Dani, and Moh Anwar. "The Effect of Student Management on Students at Madrasah Aliyah Negeri 1 Jembrana Bali's Religious Moderation Attitude." In *The 1st Annual Conference of Islamic Education*, pp. 29-41. Atlantis Press, 2023.

information so that it becomes more useful and meaningful information.³

On the other hand, Information and Communication Technology also has many benefits, such as that students can get used to using information and communication technology devices appropriately and optimally to obtain and process information in learning, work and other activities so that students are able to be creative, develop an imaginative attitude, develop independent exploration abilities, and easily adapt to new developments in their environment.⁴

Based on the results of initial observations conducted by researcher at the Kiai Haji Achmad Siddiq Jember State Islamic University with interviews with MPI students, namely Zahrotus Sholehah, Emalia Putri, Atiqotus Sa'adah MPI students class 2019-2021, that "learning ICT is very difficult if not practiced directly because at that time there were still very few students who had computer/laptop". It can be concluded that there are still many MPI students Batch 2019-2021 who do not understand Basic ICT administration of Microsoft word, Microsoft excel and digitization such as: not being able to operate administrative media, correspondence, using formulas in Microsoft excel and scanning digitization. Researcher want to know how high the basic administrative ICT competency level and how mature it is for all the students themselves. There are several problems from some students who seem not to master ICT in editing in Microsoft Excel.⁵

Based on the facts and descriptions above, therefore the author interested in studying and compiling this research with the

³ Ariana Indah Susanti, "*Information and Communication Technology-Based Learning Media*", (Penerbit: NEM, 2021), 94. https://www.google.co.id/books/edition/Media_Pembelajaran_berbasis_Teknologi.

⁴ Dr Mary Pregnancy Batoebara, M. Si, "*Information and communication technology*", (PenerbitUndhar Press,2020),5. https://www.google.co.id/books/edition/Teknologi_Informasi_Dan_Komunikasi.

⁵ Zahrotus Sholehah, Emalia Putri, Atiqotus Sa'adah, interviewed by researchers, 10 December 2022.

title "Monitoring and Evaluation of Basic Information and Communication Technology Competence in Administration in Islamic Education Management Students for the 2019-2021 Class Year". Through this research, it hopes that researcher can provide the development and progress of the Islamic Education Management study program at the Faculty of Tarbiyah and Teacher Training at Kiai Haji Achmad Siddiq Jember State Islamic University is a benchmark for the extent of the ICT abilities of MPI students batch 2019-2021. Based on the reasons above, in this study the researcher wanted to know the results and impacts monitoring, evaluation of Information Technology, Communication Technology competencies in Basic Administration for Islamic Education Management Students in the 2019-2021 class of the problem:

1. What are the Results of Monitoring and Evaluation of Basic Information and Communication Technology Competence in Administration in Islamic Education Management Students for the 2019-2021 Academic Year?
2. What is the Impact of Monitoring and Evaluation of Basic Administration Information and Communication Technology Competence on Islamic Education Management Students for the 2019-2021 Academic Year?

Thus, the purpose of this research is to find out the results and impact of monitoring and evaluation of Basic Administration Information and Communication Technology competencies in Islamic Education Management Students for the 2019-2021 year.

Methods

In this research is quantitative descriptive research, namely research that examines the actual situation based on survey results using valid and reliable instruments. This research is a research conducting with independent variables, ie without comparing or combining with other variables. The survey used in this research is a sample survey, where this type of survey collects information from only a portion of the population. The survey method has used to collect data from certain natural (not artificial) places, but

researchers use tests, interviews, documentation, and so on to collect the right data..⁶

Based on this description, the researcher will look for the results and impacts of monitoring and evaluating the Information Technology and Communication Technology competencies in Basic Administration in Islamic Education Management Students for the 2019-2021 class. As is the case in processing such as Microsoft word, Microsoft excel and Internet Digitalization.

This research is a research conducting with independent variables, i.e. without comparing or combining with other variables.⁷ In this study the variable used is a single variable, namely regarding: Basic ICT Competence in Administration for MPI Students Batch 2019-2021. In this study, data collection techniques were used using tests carried out using the Google form, researchers only need to send a link to respondents, giving freedom to respondents to express their opinions. The details of questions or questions as follows:

1. Microsoft word: Able to arrange correspondence administration and its completeness, able to arrange educational staff and its completeness, able to arrange curriculum administration and its completeness.
2. Microsoft excel: Able to arrange financial administration and its completeness, able to arrange student administration and its completeness, able to arrange administration and infrastructure and its completeness.
3. Internet digitization: Able to operate digital administration media: Email, website, and social media, able to operate digital administration equipment: Scan, camera, computer/laptop, fax, telephone and printer.

⁶ M. Guntur Eka Prasetya, "*Implementation of ICT-Based Learning at SMK Negeri 1 Depok Sleman*" (Thesis, Yogyakarta State University, 2013), 50.

⁷ Sugiono, *quantitative research methods, quantitative, and R&D*, (Bandung: Alfabeta, 2017) 64.

The question or question grid consists of 4 alternative answers in filling out the test, namely filling in multiple choices from a-d. The answers to each item of the assessment instrument from the validation test used are: Correct: 3 and 5, False: 0

Result and Discussion

The data used for this study came from tests handed out to MPI students Batch 2019-2021, with a total of 85 respondents out of 594 students. The data obtained from the 85 respondents were processed using SPSS *for windows version 22* and presented in the form of descriptive statistics. The results of the data processing are described as follows:

rate rate (*mean*) is the summing of the scores obtained divided by the number of respondents. Type Mean There are two methods that can be used to categorize the data in this study, namely mean theoretical and mean empirical. *Mean* The theoretical score can be determined by calculating the sum of the highest theoretical scores and the lowest theoretical scores, then dividing the results by two. *Mean* The theoretical value of the test instrument used in this study is 60.

This figure is obtained from the following calculations:

Theoretical Mean (MT)

$$\begin{aligned} &= \frac{\textit{Theoretical highest score} + \textit{theoretical lowest score}}{2} \\ &= \frac{100 + 20}{2} \\ &= \frac{120}{2} \\ &= 60 \end{aligned}$$

Whereas Mean empirically from the data obtained that is equal to 67.6941. This figure is obtained based on calculations empirically using SPSS *for windows version 22*.

Table 1. Research Data Descriptive Statistics

Statistics			
Respondent instrument score			
N	Valid		85
	Missing		0
Mean			67.6941
Std. Error of mean			2.23337
Median			70.0000
Std. Deviation			20.59070
Variance			423.977
Range			80.00
Minimum			20.00
Maximum			100.00
Sum			5754.00

Mean or the average in the table is mean *empirical*. *Mean* shows the average value obtained by all respondents, which is equal to 67.6941. Based on these values it can be concluded that in this study the value mean empirically greater than mean theoretical. *Std. error of mean* is a measure of how well a calculated average that used to give an idea of the overall value. *Variance* in the table is 423,977 which shows the value of the spread of data, the greater the value variance the more diverse the data is. *Range* can be known by looking at the maximum value minus the minimum value, in the table above the value is obtained range by 80.

From the discussion on monitoring and evaluation of administrative basic ICT competencies in MPI students in the 2019-2021 class. The research data processed and presented in the form of descriptive statistics in the research results sub-chapter shows that some MPI students do not understand Basic ICT Administration in accordance with the provisions. This can be seen from the score of

respondents who are smaller or with an average (*mean*) theoretical 60 and average (*mean*) empirical (67.6941). Against the average (*mean*) theoretical ie mean empirically greater than mean theoretical.

In relation to Basic ICT Administration competencies for MPI students batch 2019-2021, based on the instrument indicators used, students need excel learning on how to arrange administration of facilities and infrastructure and its equipment, for example using the formula (SUM) to add up income and expenses of goods easily and quickly using Microsoft excel, choosing a portrait or landscape table, the steps to create a table to record purchase lists, inventory lists, tool usage lists, goods condition notes, stock cards and so on in Microsoft Excel.

However, the results of the study showed that the percentage of item scores from the sixth indicator (able to arrange administration of facilities and infrastructure and its completeness), namely items 15.17 and 20, was 56.93% which was below the average score of the three instrument items (2.192). This shows that more than half of the 2019-2021 MPI students still lack excel learning on how to arrange the administration of facilities and infrastructure and its accessories. So it can be estimated that students experience obstacles in preparing administration in excel. The following table presents the percentage of the average number of respondents' scores on the average of each indicator.⁰

Table 2.Percentage of the average total score of respondents to the average and each indicator

No	Indicator	Instrument item no	Rata-rata indikator	Average number of respondents > average indikator (%)	The average number of respondents < the average indikator (%)
1.	Able to arrange paperwork administration and its completeness	1,2,3,4,7,10	1,986	43,49	56,50
2.	Able to arrange the administration of educators and educational staff and their completeness	9	2,471	43,74	56,25
3.	Able to arrange curriculum administration and its completeness	5,6	2,259	43,63	56,36
4.	Able to arrange financial administration and its completeness	11,12,18,19	074	43,74	56,25
5.	Able to arrange student administration	13,14,16	1,886	43,44	56,55

No	Indicator	Instrument item no	Rata-rata indikator	Average number of respondents > average indikator (%)	The average number of respondents < the average indikator (%)
	and its completeness				
6.	Able to arrange the administration of facilities and infrastructure and its completeness	15,17,20	2,192	43,6	56,93
7.	Able to operate digital administration media: email, website and social media	21,22,23,26,27,28,29,30	2,371	43,69	56,30
8.	Able to operate digital administration equipment: scan, camera, computer/laptop, fax, telephone, printer	24,25	2,518	43,76	56,23

From this discussion the researchers will discuss the impact of monitoring and evaluating basic ICT competency administration for MPI students class 2019-2021. Most of the respondents stated that learning basic ICT administration is very important with a score of 88.2%. Because in today's increasingly advanced and increasingly sophisticated technology, it is very necessary for us to know and use a computer properly⁸. Because it can make it easier and wider for us to find information. Having a computer makes human work easier and more efficient. ICT is also one of the drivers in creating high-quality education, increasing knowledge, and making work easier. Can be seen in the following image:

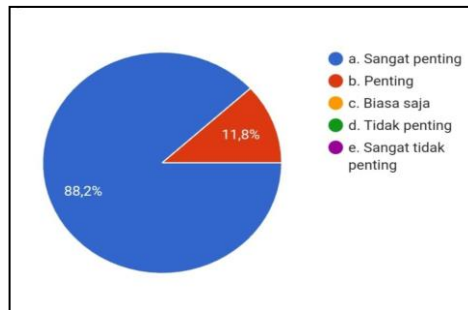


Figure 3. The Importance of Basic ICT Administration

Based on the tests that the researcher distributed, most students found it's difficult because they learned basic ICT administration because there was no enthusiasm for learning with a score of 41.2%, there was no budget for computer courses with a score of 25.9%, in a family environment, friends did not have basic ICT skills administration with a score of 16.5%, and not having a gadget (computer/laptop) with a score of 10.6%.

⁸ Saidah, Sahra Rohmatus, Dani Hermawan, Hartono Hartono, and Moh Anwar. "Educational Services Marketing Strategy in Increasing Community Interest in Madrasah Ibtidaiyah Muhammadiyah 02 Cakru Kencong Jember." LEADERIA: Journal of Islamic Education Management 3, no. 1 (2022): 22-36.

So that students are less aroused to wanna find out more about Basic ICT Administration. Can be seen in the image below:



Figure 4. Causes of Weak Basic ICT Administration

However, after knowing the basic ICT skills of MPI Student Administration class 2019-2021. The evaluation carried out by students was that they wanted to change their mindset by improving themselves with basic computer administration courses according to the total score of 91.8%. MPI students class of 2019-2021 realize that studying basic ICT administration is very important for an age of ever-evolving technology, so it is necessary for us to always keep abreast of technological developments, especially in the field of computers so that it helps us simplify the administration process. Can be seen in the image below:

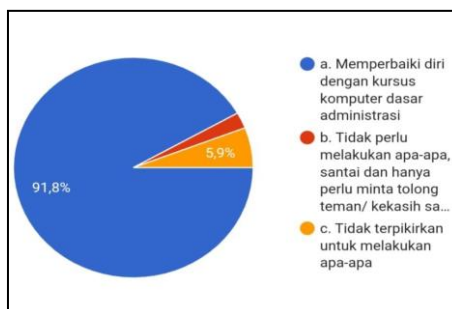


Figure 5. Evaluation of MPI students Batch 2019-2021

So it can be concluded that after knowing the basic ICT skills of the 2019-2021 MPI Student Administration. The impact is that students want to change their mindset by improving themselves with basic computer administration courses, they want to continue

learning because now technology is getting more sophisticated so they can learn by reading articles, watching YouTube and so on. With this monitoring and evaluation students become more active in finding out about basic ICT administration, students also want to explore basic ICT administration because for MPI students class 2019-2021 ICT administration is very important for future life. it relates to a vision and mission of program study MPI, namely to produce graduates who understand information and communication technology.

According to Soewardi Lazaruth explained that the monitoring function is to measure the results that have been achieved in implementing the program with measuring instruments that have been made and agreed upon, analyze all monitoring results to be used as material for consideration of decisions as well as improvement and refinement efforts.⁹ The implementation of monitoring and evaluation meant by researcher here is to supervise or monitor the progress of the process of implementing basic ICT competency tests for MPI students class of 2019-2021.

The difficulty that is sometimes encountered in Microsoft Excel is that if you don't know Excel formulas and logic, you will experience difficulties in operating it, if you use the wrong formula it will result in data reading errors.¹⁰ The percentage obtained by the item score from the sixth indicator (able to arrange administration of facilities and infrastructure and its completeness) is 43.6%, namely 56.93%, which is below the average score. This shows that more than half of the 2019-2021 MPI students are still lacking in learning Microsoft Excel on how to arrange administration of facilities and infrastructure and its equipment, such as using the formula (SUM) in calculating income and expenditure of goods easily and quickly using Microsoft Excel. choose a portrait or landscape table, the steps to create a table. So it

⁹ Soewardi Lazaruth, *Principal and responsibility*, (salatiga: kanisius, 1994), p.32.

¹⁰ Safitri, *Microsoft excel summary*, Student of Gorontalo State University, 06 October 2018.

can be estimated that students experience obstacles in preparing administration in Microsoft Excel.

The impact of monitoring and evaluation here is the impact obtained from monitoring and evaluating basic ICT competencies in the administration of MPI students class 2019-2021. Information and communication technology plays an important role in helping humanity solve various problems¹¹. In the context of higher education, utilizing information technology is not only beneficial for learning but also for the organization of institutions. Utilization of information technology in the higher education environment helps facilitate learning activities as well as the organization and management of institutions.¹² Most of the respondents stated that learning basic ICT administration is very important with a score of 88.2%. Because in today's increasingly advanced and increasingly sophisticated technology, it is very necessary for us to know and use a computer properly.

Learning difficulties experienced by students can come from within the student (internal factors) such as interest, motivation, talent, illness, unhealthy, mental health, a special type of student and from outside the student (external factors), namely environmental factors, family factors, parents, learning environment factors. So from this study most students find it difficult to learn basic ICT administration because there is no enthusiasm for learning with a score of 41.2%, there is no budget for computer courses with a score of 25.9%, in a family environment, friends do not have basic ICT skills with administration with a score 16.5%, and do not have a gadget (computer/laptop) with a score of 10.6%. So that students are less aroused to want to find out more about Basic ICT Administration. However, after knowing the basic ICT skills of MPI Student Administration class 2019-2021. The

¹¹ Herman, Dani. "Effective Supervision in the Perspective of State Madrasah Aliyah (MAN) Teachers in Kudus." *JIEMAN: Journal of Islamic Educational Management* 2, no. 2 (2020): 153-168.

¹² Herry Kiswanto, M.Th. "Utilization of Information Technology in Education Today". *STTK*, 12 September 2022.

evaluation carried out by students was that they wanted to change their mindset by improving themselves with basic computer administration courses according to the total score of 91.8%. MPI students class of 2019-2021 realize that studying basic ICT administration is very important for an age of ever-evolving technology, so it is necessary to always keep abreast of technological developments, especially in the field of computers because now technology is increasingly sophisticated so they can learn by reading articles, watching YouTube and so on. So that helps us simplify the administrative process.

Conclusion

The results of monitoring and evaluation of Basic ICT Administration competencies in MPI students for the 2019-2021 class year show that the respondent's score has a greater value of 60 (score *mean* theoretical) and values mean empirical greater than mean theoretically that is equal to 67.6941. it can be concluded that most of the implementation of Basic ICT Administration competencies for MPI students in the 2019-2021 class has not been carried out in accordance with the applicable vision and mission provisions. There are several dominant factors that cause this, including the lack of computer learning, especially in Microsoft Excel, in preparing the administration of facilities and infrastructure, and its completeness.

The impact of monitoring and evaluating Administrative Basic ICT competencies on MPI students for the 2019-2021 class year is that students realize the importance of learning Basic ICT Administration with a score of 88.2%. And after knowing the basic administrative ICT scores that have been filled in the tests given by researchers, students want to change their mindset by improving themselves with basic administration computer courses according to the total score of 91.8%.

The author suggests that it contains constructive input for readers or researchers for the improvement of similar research

studies in the future so that they can make a real contribution in terms of developing science.

To develop more and broader Administration Basic Information and Communication Technology competencies so that they don't just focus on existing indicators, review more reference sources related to Administrative Basic ICT so that research results are better and more complete, increase literature studies related to the focus of the study to be studied, as well as increasing accuracy both in terms of the completeness of the data obtained.

References

- Ariana Indah Susanti, (2021) 'Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi', (Penerbit:NEM)
- Dr Maria Ulfa Batoebara, M. Si, (2020) "Teknologi Informasi dan Komunikasi", (Penerbit Undhar Press
- El Widdah, Minnah, Sri Wahyuningsih, and Miftahul Fiqri, (2020) 'Kinerja Tenaga Administrasi Berbasis Teknologi Informasi Dan Komunikasi Dalam Meningkatkan Mutu Pelayanan Di SMA Negeri 11 Kota Jambi', *Prosiding International Seminar On Islamic Studies And Education (Isoise)*, 3.November
- Hermawan, Dani, and Moh Anwar. "The Effect of Student Management on Students at Madrasah Aliyah Negeri 1 Jembrana Bali's Religious Moderation Attitude." In *The 1st Annual Conference of Islamic Education*, pp. 29-41. Atlantis Press, 2023.
- Hermawan, Dani. "Supervisi yang Efektif dalam Perspektif Guru Madrasah Aliyah Negeri (MAN) di Kudus." *JIEMAN: Journal of Islamic Educational Management* 2, no. 2 (2020): 153-168.
- Herry Kiswanto, M.Th. (12 september 2022)"Pemanfaatan Teknologi Informasi dalam Pendidikan Masa Kini". STTK,

- Kharisma Sri Rahayu, Sovia Rosalin, Rachma Bakti Utami, Lintang Edi Tyastono, Rahmat Yuliawan, (2022) "Administrasi Perkantoran Berbasis Teknologi Informasi dan Komunikasi", (Penerbit: Universitas Brawijaya Press)
- M. Guntur Eka Prasetya, (2013) "Pelaksanaan Pembelajaran Berbasis TIK SMK Negeri 1 Depok Sleman" (Skripsi, Universitas Negeri Yogyakarta)
- Nisa, Lu'lu'ul Fuadatun, (2019) 'Pengaruh Kualitas Layanan Administrasi Terhadap Kepuasan Mahasiswa Di FITK UIN Walisongo Semarang', *Universitas Islam Negeri Walisongo Semarang*
- Saidah, Sahra Rohmatu, Dani Hermawan, Hartono Hartono, and Moh Anwar. "Strategi Pemasaran Jasa Pendidikan dalam Meningkatkan Minat Masyarakat di Madrasah Ibtidaiyah Muhammadiyah 02 Cakru Kencong Jember." *LEADERIA: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (2022): 22-36.
- Sugiyono, (2017) *Metode Penelitian Pendidikan; Pendekatan kuantitatif, Kualitatif dan R & D.* (Bandungan;, Alfabeta)
- Soewardi Lazaruth, Kepala sekolah dan tanggungjawab, (salatiga: kanisius, 1994)
- Zaidatul Arifah, Sholeh Kurniandini, and Ahmad Zakariya, (2022) "Teknologi Informasi Dan Komunikasi (TIK) Dalam Peningkatan Mutu Administrasi Pendidikan Di Temanggung', *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 4.1