



Management of Basic Education Data (DAPODIK) at Australian Independent School Bali

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Abstract

This manuscript focuses on the management of Basic Education Data (Dapodik) at Australian Independent School Bali. The study is designed to examine: (1) the process used to prepare and update Dapodik data; (2) the implementation of Dapodik in school administration; and (3) obstacles encountered and solutions applied in managing Dapodik. A descriptive qualitative approach is utilized, with data collected through interviews, observation, and documentation involving relevant school personnel, including school leadership, teachers, administrative staff, and school data operators. All site-specific findings and administrative practices reflect verified framework processes within Australian Independent School Bali.

Keywords: *Management; Dapodik; Educational Data; School Administration*

A. INTRODUCTION

Technological advances in the era of globalization play a vital role in simplifying work operations. Combining technologies such as computers, the internet, and specialized applications allows organizations to build information systems that process data into decision-making tools, thereby increasing productivity and efficiency. In business and organizational management, information technology facilitates task completion while enhancing the entity's position and enabling horizontal and vertical work integration. Information technology infrastructures are deployed across diverse sectors, including health, industry, management, and education. Integrating technology into school activities ensures fast, accurate, and reliable access to information, which is critical for national education management.

The necessity for a centralized educational data system stems from historical administrative challenges. In 2006, the Ministry of National Education's Foreign Cooperation Planning Bureau (PKLN) investigated delays in educational planning programs and identified the absence of a centralized educational data repository as a primary cause. Moreover, obtaining accurate national educational data faced hurdles due to multiple competing data collection systems within the Ministry of Education and Culture (Kemendikbud) and incomplete institutional reporting across Indonesia's extensive territory.

To solve these issues, the Ministry issued Minister of Education and Culture Regulation Number 79 of 2015 concerning Basic Education Data. This regulation established the Basic Education Data (Dapodik) system—a centralized, online, real-time national reference database managed under the Secretariat of the Directorate General of Primary and Secondary Education. Dapodik serves as the primary data reference for Kemendikbud, integrating historical and active records of educational institutions, students, teachers, educational personnel, and learning infrastructure.

DAPODIK SYSTEM SCOPE

- Educational Institutions Data
- Student Administration Data
- Teacher & Personnel Records
- Facilities & Infrastructure Details

Dapodik plays a key role in educational planning, allocation of facility aid, distribution of School Operational Assistance (BOS) funds, and decision-making processes. Specific applications exist for different educational tiers, such as Dapodikdas for elementary education and Dapodikmen for secondary education, with centralized integration permitting student tracking across transfers and transitions to higher levels.

Despite its implementation across all education levels, Dapodik operations encounter periodic obstacles. At the regional and institutional levels, challenges include:

- Educational units closing or merging without prompt status updates in the system.
- Technical validation issues such as duplicate National Student Identification Numbers (NISN) and invalid Population Identification Numbers (NIK).
- Data mismatches between school records and Population and Civil Registration Service (Dukcapil) databases.
- Workload pressures on operators who frequently manage multiple administrative applications alongside Dapodik.

To address these issues, basic education data has been linked directly with population registries, and regional quality assurance centers (such as BBPMP) offer dedicated assistance for system synchronization. Understanding and evaluating Dapodik management is crucial for ensuring administrative efficiency. Accordingly, this study examines the management, verification, updating, and administrative implementation of Dapodik within the context of Australian Independent School Bali.

B. TYPE OF RESEARCH

This study utilizes a qualitative descriptive approach to gain a comprehensive understanding of the natural experiences and operational processes of the research subjects. Qualitative methodology emphasizes depth of context and descriptive reality over statistical generalization.

Research Site: Australian Independent School Bali, Indonesia.

Research Timing: Coordinated directly with school leadership and administrative personnel to accommodate interview, observation, and document collection schedules.

C. DATA SOURCES

In alignment with qualitative research protocols, data sources comprise primary and secondary information, focusing on words, actions, and official documentation. Data sources refer to the primary subjects from which data is acquired to answer research questions.

- **Primary Data:** Information obtained through direct interviews and observations with school leadership, teachers, administrative staff, and the Dapodik data operator at Australian Independent School Bali.
- **Secondary Data:** Institutional documentation, student and staff records, regulatory policies, and related literature.

D. DATA COLLECTION INSTRUMENT TECHNIQUES

Data collection was carried out using three primary methods:

- **Interviews:** Structured and semi-structured interactions with school administrators, data operators, and leadership to examine Dapodik preparation, implementation, and problem-solving strategies.
- **Observation:** Direct examination of the administrative workflows, data entry procedures, validation protocols, and software interaction at the school site.

- **Documentation:** Analysis of manual distribution forms, institutional reporting files, verification records, and administrative synchronization logs.

E. DATA ANALYSIS

Data analysis followed interactive descriptive qualitative analysis procedures. Data processing involves organizing, categorizing, coding, and synthesizing findings obtained from field notes, interviews, and visual documentation.

DATA ANALYSIS STAGES

1. Data Collection (Interviews, Observation, Documentation)
2. Data Sorting & Categorization (Coding into core themes)
3. Descriptive Synthesis (Contextual processing of field notes)
4. Conclusion Drawing (Formulation of verified site insights)

As defined by Sugiyono (2008), data analysis systematically compiles data from field collection to derive clear conclusions that can be effectively communicated. Analysis occurred concurrently with data collection and was completed post-fieldwork.

F. DISCUSSION AND FINDINGS

The findings evaluate the management of Dapodik at Australian Independent School Bali, structured around the primary phases of processing, implementation, and obstacle resolution.

1. Process of Compiling Basic Educational Data (Dapodik)

The preparation of Dapodik data at Australian Independent School Bali follows a structured management sequence:

- **Initial Manual Collection:** Data collection originates manually via standardized physical or digital forms distributed to students, educators, and staff.
- **Data Input:** The designated school operator transcribes the collected information into the official Dapodik database.
- **Verification and Validation:** Entry data—including student details, teacher profiles, and physical infrastructure assets—are cross-referenced for internal accuracy.
- **Synchronization & Updating:** Verified data is synchronized centrally online to update the national database maintained by Kemendikbud.

This systematic preparation ensures that school data remains valid, responsible, up-to-date, and capable of supporting institutional decision-making and planning.

2. Application of Dapodik in School Administration

The deployment of Dapodik directly affects administrative operations at Australian Independent School Bali:

- **Administrative Workflows:** Integrating Dapodik streamlines student, teacher, and infrastructure tracking.
- **Resource and Funding Management:** Maintaining synchronized Dapodik records supports eligibility and administration for national programs, such as School Operational Assistance (BOS) funds and facility allocations.
- **Decision Support:** Dapodik acts as an internal management information system, transforming raw input into operational intelligence that aids leadership in designing, executing, and evaluating school programs.
- **Personnel Collaboration:** Efficient Dapodik administration requires close operational coordination among school directors, teaching personnel, administrative staff, and the dedicated system operator.

3. Obstacles and Applied Solutions

Dapodik management faces common operational challenges that require targeted administrative responses:

Challenge Identified	Description & Impact	Solution Applied
Identity Mismatches	Discrepancies between student/staff NIK numbers and Dukcapil civil registries.	Regular verification with family identification cards (KK) and civil data integration tools.
Operator Multi-tasking	School operators managing multiple administrative applications, causing potential delay.	Workload prioritization, dedicated operator schedules, and technical assistance.
System Validation Errors	Double NISN entries or outdated status of institutional assets.	Formal coordination with local/regional education service branches for database cleaning.

G. CONCLUSION

The management of Basic Education Data (DAPODIK) at Australian Independent School Bali is critical for ensuring efficient school administration, valid data reporting, and reliable strategic decision-making. By adhering to systematic manual collection, meticulous data entry, verification, and online synchronization, the school maintains up-to-date integration with national databases. Addressing common technical and workload challenges through internal collaboration and civil-data integration ensures that Dapodik effectively supports institutional growth, administrative accountability, and resource allocation.

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