



Implementation of Application Based Management of Basic Education Data (DAPODIK) in Elementary Schools

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Abstract: *Efficient management of education data is essential to improve the quality of education in Indonesia. In the digital era, the Basic Education Data System (Dapodik) has become the leading innovation in collecting and managing education data nationally. This research examines the implementation of Dapodik at SD IT Syekh Yusuf South Sangatta, which has not been discussed much in previous studies. The research analyses the benefits, challenges, and strategies for implementing Dapodik in schools. The method used is qualitative research with a case study approach, collecting data through observation, interviews and documentation with school principals, Dapodik operators and teachers. Data analysis was carried out using the Miles and Huberman interactive model. The research results show that implementing Dapodik at SD IT Syekh Yusuf South Sangatta requires an integrated approach that refers to the management function POAC (Planning, Organizing, Implementing and Controlling). Careful planning stages, structured team organization, routine data input, and regular evaluation are important factors to support the efficiency and accuracy of educational data management. These findings contribute to developing technology-based education management and can be a reference for other schools in optimizing Dapodik. Applying the POAC theory can create a more efficient and accurate educational information system.*

Abstrak: *Pengelolaan data pendidikan yang efisien sangat penting untuk meningkatkan kualitas pendidikan di Indonesia. Di era digital, Sistem Data Pokok Pendidikan (Dapodik) menjadi inovasi utama dalam pengumpulan dan pengelolaan data pendidikan secara nasional. Penelitian ini mengkaji implementasi Dapodik di SD IT Syekh Yusuf Sangatta Selatan, yang belum banyak dibahas dalam studi sebelumnya. Fokus penelitian adalah menganalisis manfaat, tantangan, dan strategi implementasi Dapodik di sekolah tersebut. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus, mengumpulkan data melalui observasi, wawancara, dan dokumentasi dengan kepala sekolah, operator Dapodik, dan guru. Analisis data dilakukan dengan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa implementasi Dapodik di SD IT Syekh Yusuf Sangatta Selatan memerlukan pendekatan terintegrasi yang mengacu pada fungsi manajemen POAC (Perencanaan, Pengorganisasian, Pelaksanaan, dan*

Pengendalian). Tahapan perencanaan yang matang, pengorganisasian tim yang terstruktur, penginputan data rutin, serta evaluasi berkala adalah faktor penting untuk mendukung efisiensi dan akurasi pengelolaan data pendidikan. Temuan ini memberikan kontribusi dalam pengembangan manajemen pendidikan berbasis teknologi dan dapat menjadi referensi untuk sekolah lain dalam mengoptimalkan Dapodik. Penerapan teori POAC dapat menciptakan sistem informasi pendidikan yang lebih efisien dan akurat.

Keywords: *Education data; Elementary school; Dapodik application; Implementation; Management*

Introduction

Accurate management of educational data and efficiency is crucial in supporting efforts to improve the quality of education in Indonesia. In the digital era marked by the progress of technology information, data becomes a strategic asset in making decisions in various sectors, including sector education ([Wartoni, 2024](#)). Accurate, integrated, and accurate data can be accessed in real-time, allowing various parties, such as the government, schools, and parents, to analyze and make more decisions. Good in supporting the education process ([HersHKovitz & Alexandron, 2020](#)). Thus, optimal management of educational data not only supports the effectiveness of the learning process but also contributes to creating a more transparent, responsive, and sustainable education system in the future.

One of the important innovations in education data management in Indonesia is the Basic Education Data System (Dapodik). The Dapodik system is designed to collect and manage education data nationally, including information on students, educators, facilities and infrastructure, and other indicators relevant to education ([Novendra et al., 2022](#)). Using Dapodik, the government can monitor and evaluate education development more effectively while identifying problems requiring solutions. Moreover, Dapodik functions as a database in education policy planning oriented towards improving the quality of education.

Implementing Dapodik is also an important practice at the school level, as is the one by SD IT Syekh Yusuf South Sangatta. This school utilizes Dapodik as a tool to support educational administration management, especially in ensuring systematic and efficient student data management. The use of Dapodik in this school is a strategic step in creating synergy between structured data management and data-based decision-making. With this approach, SD IT Syekh Yusuf South Sangatta can improve the quality of educational services while meeting the needs of various related parties. However, the implementation of Dapodik is not without challenges. Obstacles such as limited training for school operators, technical problems related to technological infrastructure, and unstable internet connectivity often hinder the effectiveness of data management. This condition impacts the efficiency of school administration and efforts to improve the quality of education nationally. Therefore, an effective implementation strategy is needed, including increasing human resource capacity and developing technological infrastructure, to optimize the benefits of Dapodik.

Previous research on implementing the Basic Education Data System (Dapodik) shows various important findings related to education data management. Research ([Sari et al., 2023](#)) highlights the effectiveness of Dapodik in improving data management efficiency in elementary schools. However, technical obstacles, such as limited internet access and inadequate operator training, still exist. Then [Jazari et al., \(2023\)](#) focus on using Dapodik in supporting education policy-making at the

local government level, revealing the importance of integrated data. However, there is a gap between data needs and operator technical capabilities. Research ([Aini et al., 2024](#)) identifies the challenges of implementing Dapodik in remote areas, with limited technological infrastructure and internet access as the main obstacles. Meanwhile [Haji et al., \(2020\)](#) evaluate the impact of Dapodik on school budget planning, revealing that although there are benefits in transparency and accuracy, there are still technical problems, such as data input errors.

Most studies focus more on using Dapodik in a general context without touching on its implementation at a specific school level, as seen in the case study of SD IT Syekh Yusuf South Sangatta. In addition, many studies only discuss technical challenges and provide general recommendations without delving deeper into specific implementation strategies to overcome these obstacles. Studies also more often highlight the benefits of Dapodik in the context of government or regional policies. At the same time, its impact on educational data management at the school level, especially in elementary schools, has not been explored in depth.

This study offers a new perspective by focusing on implementing the Basic Education Data System (Dapodik) at SD IT Syekh Yusuf South Sangatta as a case study. Unlike previous studies, this study identifies the challenges faced in using Dapodik and presents concrete implementation strategies the school applies to overcome technical constraints. This study also explores how Dapodik can directly support the efficiency of educational administration and data-based decision-making at the school level. With a technology-based approach, this study makes an important contribution to improving the quality of education at the elementary school level, especially in certain areas.

This study explores the implementation of Dapodik application-based management at SD IT Syekh Yusuf South Sangatta. The main focus of this study is to analyze the benefits, challenges, and strategies applied to Dapodik to support the efficiency of educational data management. The findings of this study are expected to provide fundamental contributions to the development of technology-based educational management, as well as be a reference for other schools in optimizing the implementation of Dapodik.

Method

The method used in this study is qualitative research with a case study approach. This approach was chosen because the purpose of the study is to deeply understand the implementation of the Basic Education Data System (Dapodik) at SD IT Syekh Yusuf South Sangatta, as well as the strategies applied in managing education data in elementary schools.

This research was conducted at SD IT Syekh Yusuf South Sangatta and became a case study. The research subjects consisted of parties directly involved in managing educational data: the principal, Dapodik operators, and teachers who use data in the learning process. Data were collected through three main techniques: a) Observation, b) In-depth interviews, c) Documentation. In-depth interviews were conducted with the principal, Dapodik operators, and several teachers to understand their experiences in implementing Dapodik, the challenges faced, and the strategies implemented to overcome these problems. Then observation, researchers conducted direct observation at school to observe the process of using Dapodik in administrative activities and data-based decision making. This observation also aims to see how infrastructure and human resources support or hinder the use of Dapodik. Finally, documentation, where documents related to the

use of Dapodik are collected, such as student data reports, facilities and infrastructure, and records of the use of the Dapodik application by the school. These documents are analyzed to understand the quality and accuracy of the data entered.

Data analysis was conducted using an interactive model ([Matthew B. Miles, A. Michael Huberman, 2014](#)) involving three main components: data condensation, display, and verification. Data condensation is the process of selecting, simplifying, and organizing data relevant to the research's focus. At this stage, researchers will identify the most important information and eliminate irrelevant or redundant data. Data collected from interviews, observations, and documentation will be analyzed to find the main themes related to the implementation of Dapodik at SD IT Syekh Yusuf South Sangatta.

After the data is condensed, the next step is to organize and display the data in an easily understood form, such as a table, graph, or diagram. The final stage in data analysis is verification or validation, where researchers ensure the accuracy of the findings through data triangulation by comparing information from various sources (interviews, observations, documentation). Researchers also conduct member checking by asking for confirmation from informants to ensure that the interpretation is based on their experience. Cross-checking with previous literature or research is also carried out to ensure the consistency of the findings. Data verification ensures that the analysis reflects the reality in the field and can be trusted as a basis for conclusions.

Results and Discussion

Results

Implementing Basic Education Data (Dapodik) at SD IT Syekh Yusuf South Sangatta aims to improve the efficiency of education data management and support data-based decision-making. Based on research data, the implementation of Dapodik at SDIT Syekh Yusuf follows the POAC (Planning, Organizing, Actuating, Controlling) principle, which is applied in several crucial stages. First, at the planning stage, the school determines the main objective of using Dapodik, namely, to improve the efficiency of student data management by identifying the types of data that need to be managed, such as new student data, student transfers, and academic information. Planning is a crucial initial step in ensuring the success of Dapodik implementation at SD IT Syekh Yusuf. With careful planning, SD IT Syekh Yusuf can guarantee the smoothness of the data input process and ensure that data management is carried out efficiently and accurately. This step is the primary basis for schools utilizing Dapodik to support various administrative and learning needs.

As part of the planning, SD IT Syekh Yusuf set clear goals for using Dapodik. The main goal is to improve student data management efficiency, starting from collecting, storing, and utilizing data accurately. With well-managed data, the school hopes to use it as a basis for making more appropriate decisions in various aspects, both related to the learning process and overall administration management.

SDIT Syekh Yusuf also identified the data types that must be managed through Dapodik. The identified data includes information about new students, such as personal identity, parent data, and previous education history. Data on students who have been transferred, both incoming and outgoing, is also wholly documented, including the reasons for the transfer and supporting documents. In

addition, other academic information, such as student grades, attendance data, and learning progress, is an important part of the data managed. This identification step aims to ensure that all relevant information is systematically recorded in the Dapodik system to be accessed and utilized optimally to support school needs.

Table 1. Planning Stages

No.	Planning Aspects	Data Description
1	The foundation of Dapodik implementation planning	Planning is the initial step that supports the smooth process of data input and data management efficiently and accurately.
2	Planning stages for using Dapodik	Improving student data management efficiency, including collecting, storing, and utilizing data accurately to support decision-making.
3	Types of data managed	Student data, student transfer data, and academic data.
4	Data identification	Ensure that all relevant information is recorded systematically and can be accessed and utilized optimally by the school.

Second, at the organizational stage, SD IT Syekh Yusuf formed a Dapodik management team consisting of operators and other competent education personnel and held staff training to improve their understanding of the system. After the planning stage, the next step in implementing Dapodik at SD IT Syekh Yusuf was organizing the necessary resources. This organization included forming an exceptional team and increasing the capacity of staff tasked with managing Dapodik. The school formed a Dapodik management team consisting of Dapodik operators and the principal. This team is the primary one responsible for data input and validation. By being at the forefront, the team ensures that the data entered into the Dapodik system is by established standards. This team provides a clear data management structure, minimizing input error risk.

In addition to team formation, SD IT Syekh Yusuf also held training for Dapodik operators and staff. The training aims to improve their understanding of using the Dapodik application, including how to input data efficiently and accurately. Through this training, staff can contribute optimally to supporting the success of Dapodik implementation in schools. This shows the importance of organizing human resources as a key element in ensuring effective data management.

Table 2. Stages of Organizing

No	Organizing Stage	Data Description
1	Formation of management team	1. The team consists of Dapodik operators and school principals. 2. Responsible for data input and validation 3. Ensure that the data entered is by established standards.
2	Staff capacity building	1. Training for Dapodik operators and related staff. 2. The training focuses on using the Dapodik application, including efficient data input methods. 3. Improve staff understanding and capabilities in supporting Dapodik implementation.

Implementation is carried out by routine data input by operators and socialization to all staff regarding the importance of Dapodik. This process also includes periodic checks to ensure that the data entered is accurate. Implementation of the plan that has been prepared is a very crucial stage in the implementation of Dapodik at SD IT Syekh Yusuf. This stage includes several strategic steps to ensure the success and effectiveness of the Dapodik system. One of the main steps is to input data routinely. Dapodik operators are tasked with inputting data periodically to update the information recorded in the system constantly. This process not only focuses on input but also involves data validation to minimize the possibility of errors. Thus, the data produced can be relied on to support various administrative and learning needs.

SD IT Syekh Yusuf also conducted socialization with all staff as part of the plan implementation. This socialization aims to provide staff with an understanding of the importance of the Dapodik system in supporting administrative and learning activities. Through this socialization, all staff are expected to understand the benefits of the Dapodik system and play an active role in supporting its implementation. This approach shows that the success of Dapodik implementation depends not only on the operator but also on the involvement of all parties in the school.

Table 3. Implementation Stages

No.	Implementation Aspects	Data Description
1	Input data regularly	Dapodik operators perform data input periodically to ensure that information is constantly updated. This process includes data validation to avoid errors.
2	Data Validation	The inputted data is validated to ensure its accuracy and reliability in supporting administration and learning.
3	Socialization to all staff	The school held socialization to provide staff with an understanding of the importance of the Dapodik system.
4	Involvement of all parties	The implementation of Dapodik emphasizes the importance of collaboration between Dapodik operators and all school staff.

Control is carried out through periodic monitoring and evaluation of the inputted data and corrective actions if errors or discrepancies are found in the data. The implementation of the plan that has been prepared is a crucial stage in the implementation of Dapodik at SD IT Syekh Yusuf. This stage ensures that all strategies designed in the planning stage can be implemented effectively. In the process, implementation is not only limited to inputting data into the system but also includes data management and control to ensure the accuracy and completeness of the information.

Control is the final stage in the POAC cycle that focuses on monitoring and evaluating the implementation of Dapodik. Schools routinely monitor the data that has been inputted to ensure that the recorded information is complete and accurate. Periodic evaluations are also carried out to identify obstacles or problems that may arise during the data input process. If errors or deficiencies are found in the data, the Dapodik management team will immediately take corrective actions. This step aims to prevent disruption to the educational administration process that

depends on the data. With consistent monitoring and improvement, the implementation of Dapodik can run according to established standards, supporting efficiency and accuracy in school data management.

Table 4. Evaluation Stages

No.	Stages	Activity	Objective
1	Control (Monitoring & Evaluation)	Monitoring of inputted data to ensure accuracy and completeness of information. Periodic evaluation to identify obstacles.	Maintaining the accuracy of inputted data and identifying and resolving problems that arise during data input.
2	Corrective action	Taking corrective action if errors or deficiencies are found in the data.	Ensure no disruptions in educational administration and maintain smooth data management processes.

The implementation of Dapodik at SD IT Syekh Yusuf follows the POAC (Planning, Organizing, Actuating, Controlling) principle in implementing this system. At the planning stage, SD IT Syekh Yusuf set a goal to improve the efficiency of student data management, including the accurate collection, storage, and utilization of data. Organization is done by forming a trained management team to input and validate data efficiently. At the implementation stage, data is inputted routinely, accompanied by socialization with all staff regarding the importance of Dapodik. Control is carried out through periodic monitoring and evaluation to ensure data accuracy, and corrective actions are taken if errors or discrepancies are found.

Discussion

Planning the Use of Basic Education Data Application (DAPODIK)

Based on the data presented, the planning stages in implementing Dapodik at SD IT Syekh Yusuf show the importance of a systematic approach to managing school data. According to data management theory [Kroenke et al., \(2018\)](#), thorough planning is the foundation for an effective information system. This planning is not only about preparing technical plans but also involves strategic objectives that align with the educational institution's vision and mission.

Efficiency is the main focus of this planning, which aligns with the information system efficiency concept outlined by [\(Laudon & Laudon, 2004\)](#). In this context, efficiency means utilizing information technology resources to reduce time and costs in managing student data. Schools can reduce data redundancy and minimize data input errors by identifying data types such as new student data, transfers, and academic information. This is relevant to the findings of [Duggineni, \(2023\)](#), which show that information systems designed with careful planning can improve data accuracy and integrity.

One of the main objectives of planning is to ensure that the managed data can be the basis for decision-making. The Decision Support Systems Turban theory [Hera et al., \(2024\)](#) states that a sound information system can provide relevant and timely data to support strategic decisions. In this case, Dapodik becomes an instrument that allows schools to make data-driven decision-making in the context of administration and learning.

FORMULIR PESERTA DIDIK										F-PD											
Tanggal :	27	/	12	/	2024	REG :	1	5	/	0	7	/	2	0	2	4					
Tingkat :						Program :															
IDENTITAS PESERTA DIDIK (WAJIB DI ISI)																					
a. Nama Lengkap :																					
b. Jenis Kelamin :																					
c. NISN :	3	1	7	5	3	0	0	1	2	5	NIS :										
e. NOMOR SERI IJAZAH :	*) diisikan data dari jenjang sebelumnya																				
e. NOMOR SERI SKHUN :	*) diisikan data dari jenjang sebelumnya																				
f. No. Ujian Nasional :	*) diisikan data dari jenjang sebelumnya																				
g. No.Induk Kependudukan(NIK) :	*) diisikan data dari jenjang sebelumnya																				
NPSN Sekolah Asal :	*) diisikan data dari jenjang sebelumnya																				
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h. Tempat, Tgl Lahir :	Kutai Timur										1		7	/	0	7	/	2	0	1	7
i. Agama :	Islam																				
j. Berkebutuhan Khusus :	Tidak ada																				
g. Alamat Tempat Tinggal :	JL. GURU BESAR																				
- Dusun :											RT	0		RW	0						
- Kelurahan / Desa :	Desa/Kel. SANGATTA UTARA										Kode Pos										
- Kecamatan :	SANGATTA UTARA																				
- Kabupaten / Kota :	Kec. Sangatta Utara																				
- Propinsi :	Kab. Kutai Timur																				
l. Alat Transportasi ke Sekolah :	Sepeda motor																				
m. Jenis Tinggal :	Bersama orang tua																				
n. No Telepon Rumah :											No. Hp :										
o. Email Pribadi :																					

Figure 1. Dapodik Filling Form

The data identification process shows the school's efforts to establish a systematic information management foundation. This step is important to ensure that all relevant data is recorded and can be easily accessed by stakeholders. According to [Zanjani et al., \(2023\)](#), a comprehensive identification process is a crucial step in preventing data loss and ensuring the completeness of the information managed. A study by [Tabim et al., \(2024\)](#) on the implementation of a school information system shows that the planning stage involving the identification of data needs and the purpose of using technology has a significant impact on the success of the implementation. Likewise, research by [Cowan et al., \(2022\)](#) confirms that accurate data identification can increase transparency and accountability in school administration management. Thus, the systematic data identification process at SD IT Syekh Yusuf is an important step in ensuring the completeness and accuracy of the information managed. Through comprehensive identification, schools can prevent data loss and increase transparency and accountability in administration.

The planning stages of Dapodik implementation at SD IT Syekh Yusuf have included relevant strategic steps to ensure successful data management. This approach is in line with information system management theory and is supported by recent research, which shows that careful planning contributes to the efficiency and accuracy of data management. Therefore, this step can be a model for other educational institutions that want to optimize technology-based data management.

Organizing the Use of Basic Education Data Applications (DAPODIK)

The organizing stage is important in successfully implementing a data-based management system like Dapodik. Based on the theory of educational management by [Robbins et al., \(2014\)](#), forming a clear work team with a structured division of tasks is the basis of organizational effectiveness. In this case, forming a team consisting of Dapodik operators and principals reflects applying the principle of coordination in management. Specific assignments, such as data input and validation, indicate an effort to build accountability in data management ([Munappy et al., 2022](#)). The results of research by [Lipscombe et al., \(2021\)](#) also show that the involvement of principals in managing educational data has a positive impact on the accuracy and validity of the data produced. Therefore, this approach ensures that the data entered is in accordance with standards and provides better quality control.

The training steps for operators and related staff are implementing the increasing organizational capacity (capacity building) theory. According to [Drucker, \(2012\)](#), training is a strategic investment in increasing staff efficiency and productivity. In this context, the training uses the Dapodik application, including efficient data input methods. This reflects a solution-oriented approach, namely improving technical competence to support the program's implementation. Research by [Timotheou et al., \(2023\)](#) confirms that intensive training for school staff in educational technology significantly improves the quality of school administration. Thus, this training not only improves staff capabilities but also contributes to the effectiveness of the Dapodik system.

The implementation carried out through routine data input by operators reflects a structured implementation. Based on management theory [Terry, \(2018\)](#), the actuating stage involves efforts to mobilize all resources in the organization to achieve predetermined goals. In this case, periodic data input aims to ensure that the recorded data is always up to date and reflects a commitment to the system's sustainability. The results of research by [Lynch et al., \(2021\)](#) reveal that consistent data input and periodic validation are significant in supporting data-based decision-making in educational environments. Therefore, this strategic step ensures that the Dapodik system at SD IT Syekh Yusuf can be relied on to meet administrative and learning needs.

Socializing with staff about the importance of the Dapodik system is an integral part of successful implementation. According to the theory of participation in organizations [\(Likert, 1961\)](#), the success of an organization's program depends on technical implementers and requires active participation from all members of the organization. The socialization carried out aims to build collective awareness of the importance of Dapodik and increase a sense of ownership of this system. Research by [Lin and Yu, \(2023\)](#) shows that adequate socialization can increase staff understanding and strengthen support for school programs. Therefore, this approach is a strategic step in creating a collaborative work environment and supporting the success of Dapodik implementation.

Implementation of Use of Basic Education Data Application (DAPODIK)

Implementation is the implementation stage of a plan, as described by [Terry, \(2018\)](#), which defines actuating as motivating and involving individuals to carry out planned tasks. In implementing Dapodik at SD IT Syekh Yusuf, several strategic steps have been taken to ensure the program's success.

Routine data input implementation is an important strategy to ensure that information in Dapodik is constantly updated and accurate. Based on the theory of management information systems [Laudon & Laudon, \(2020\)](#), data accuracy and validity are fundamental elements to support data-based decision-making. As part of this process, data validation reflects the implementation of quality control to prevent errors that can impact school operations. The research results from [Udiyana et al., \(2023\)](#) show that schools that consistently validate data on the Dapodik system have better administrative performance than schools that do not. This is because valid data supports administrative efficiency and increases stakeholder trust in education management.

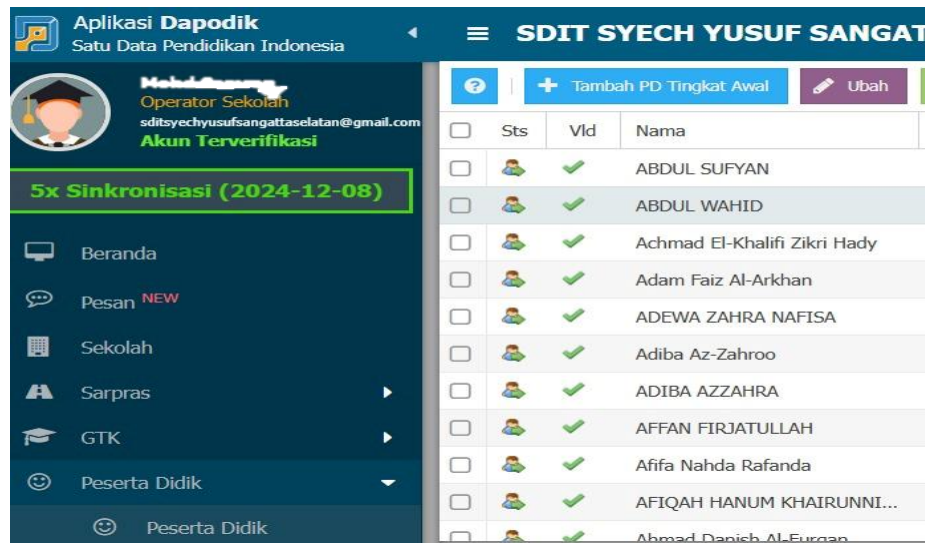


Figure 2. Data Input Process to Dapodik

Socialization to staff is an implementation of organizational communication strategies, as explained by [Robbins & Judge, \(2019\)](#), which states that the success of an organization in adopting new technology is highly dependent on the understanding and involvement of individuals in the organization. Socialization aims to create a shared understanding of the benefits of Dapodik. Research from [Rahminawati and Supriyadi, \(2023\)](#) found that staff involvement through socialization increases awareness of the importance of the Dapodik system. This helps create synergy and supports the successful implementation of technology in schools.

The involvement of all parties, including operators and staff, illustrates a collaborative approach to managing the Dapodik system. This is to the theory of participation in management, which emphasizes the importance of collective involvement in achieving organizational goals ([Yukl, 2006](#)). A study by [Sihotang et al., \(2023\)](#) shows that implementing a school-based information system involving various parties contributes to creating a work culture that is more adaptive to technological change.

SD IT Syekh Yusuf has taken systematic steps to implement Dapodik. However, potential challenges such as resistance to change or lack of technological skills among staff require further attention. As a follow-up step, a capacity-building approach through technology training can be applied to improve staff capabilities in supporting the implementation of Dapodik ([Timotheou et al., 2023](#)). Thus, although SD IT Syekh Yusuf has shown a strong commitment to implementing Dapodik, it is important to address existing challenges with an approach focusing more on staff capacity development. Through structured and ongoing technology training, the Dapodik implementation process can run more effectively, improve the quality of education data management, and support the goal of improving the quality of education at the school.

Control of Use of Basic Education Data Application (DAPODIK)

The POAC (Planning, Organizing, Actuating, Controlling) theory is a very relevant management framework for analyzing the implementation of Dapodik at SD IT Syekh Yusuf. Based on the data provided, the controlling stage plays a crucial role in ensuring the accuracy and completeness of the data. According to [Terry, \(2018\)](#), control aims to ensure implementation by planning through evaluation and

corrective action. In this context, control carried out through periodic monitoring and evaluation effectively applies management theory.

Control in the implementation of Dapodik involves two main dimensions that complement each other: monitoring of inputted data and periodic evaluation of the data management process. Monitoring ensures that all information inputted into the system is complete and accurate ([Anggara et al., 2022](#)). This step is important to maintain the validity of the data that is the basis for making educational decisions and school administration. Meanwhile, periodic evaluation aims to identify obstacles and problems that may arise during the data input process so that corrective steps can be taken immediately ([Vincent et al., 2023](#)). This approach aligns with research findings [Nasution et al., \(2023\)](#), emphasizing that consistent monitoring and evaluation are key factors in successfully implementing an education management information system. Revealed that one of the leading causes of data discrepancies is the lack of adequate supervision and structured evaluation in the management process. Thus, implementing these two control dimensions is a strategic step to ensure that the Dapodik system runs optimally and supports accuracy and efficiency in managing education data.

Corrective actions are carried out to prevent administrative disruptions. In this case, corrective actions focus on managing incorrect or inappropriate data. This step is crucial because invalid data can disrupt the educational administration process. Data validity and reliability are the foundation for effective educational decision-making ([Booth, 2022](#)). Implementing corrective actions reflects a solution-oriented management approach, where problems are addressed immediately to prevent further impacts. Effective data management through control ensures operational efficiency and improves the accuracy of information generated by the system. According to [Ma, \(2023\)](#), educational data management efficiency can be achieved by optimizing information technology, such as Dapodik, which has a sound monitoring system.

Monitoring ensures that all data entered into the Dapodik system is accurate, complete, and by established standards. With consistent monitoring, the potential for errors or data deficiencies can be minimized from the start. On the other hand, periodic evaluations are carried out as a proactive step to identify problems that may occur during the implementation process. This evaluation allows the school to design appropriate solutions or corrective actions so that the educational administration process can run smoothly without significant obstacles.

The connection between this approach and previous research shows the alignment between theory and practice. In a study conducted by [Gustiani et al., \(2023\)](#), consistent monitoring has been shown to increase the level of trust in educational data presented by schools. This provides stakeholders confidence that the information conveyed through the education system can be relied upon to support strategic decision-making. In addition, the importance of corrective action in managing educational data has been emphasized in research [\(Ashiq et al., 2022\)](#). Their research found that corrective action for errors or deficiencies in data is crucial in maintaining the integrity of information in the education system. This step also increases the credibility of educational institutions in the eyes of the public and related parties. Thus, control that includes structured monitoring and solution-oriented evaluation is the main foundation for maintaining the quality and accuracy of educational data.

Conclusion

Implementing Basic Data Application Education (DAPODIK) at SD IT Syekh Yusuf, it can be concluded that management system information based on technology needs an approach integrated based on theory POAC management (Planning, Organizing, Implementing, and Control). In on-stage planning, a mature strategy becomes key in increasing the efficiency and accuracy of data management, supporting decision-making that is effectively data-based. Stage organizing covers forming a structured team and training staff, strengthening the capacity of individuals, and promoting collaboration. In implementation, routine data entry, periodic validation, and active staff involvement through socialization reflect the principle management system information. Stage control through monitoring and evaluation ensures the implementation of Dapodik by the plan, helps identify constraints, and gives a base For action. Implementation This proves that the POAC management approach can create an information-efficient, accurate, and strategic system, becoming a model for institutions and other education institutions that can use technology for optimal data management. The results of this study support the management theory developed by Luther Gulick, who introduced the concept of POAC (Planning, Organizing, Implementing, and Controlling). Gulick explains that effective management requires a structured approach to planning, organizing, implementing, and controlling organizational processes or systems. The implementation of DAPODIK at SD IT Syekh Yusuf aligns with these principles, where each stage in managing a technology-based educational information system reflects the application of integral management functions.

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