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IMPLEMENTATION OF WEBSITE-BASED MANAGEMENT INFORMATION SYSTEMS IN SUPPORTING THE DIGITAL MADRASAH PROGRAM

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ABSTRACT

The use of management information systems in education is necessary to optimize the information and completeness of an integrated system so that it will run effectively and efficiently. Over time the use of management information systems has developed in accordance with technological developments. This has changed the management of information systems that used to be manual to now digital-based management information systems. Research objectives: 1) Implementation of a website-based management information system in supporting of the digital madrasah program at MTsN 3 Pamekasan; 2) Factors of supporting and inhibiting the website-based management information system in supporting the digital madrasah program at MTsN 3 Pamekasan. This study uses qualitative research with a descriptive approach. Data obtained by semi-structured interviews, non-participant observation, and documentation. While the data sources are from school principals, educators, operators of management information systems, and curriculum assistants. While checking the validity of the data is done by triangulating sources and techniques, extending observations, and observing persistence. The results of this study indicate that first, the implementation of management in supporting the digital madrasah program at MTsN 3 Pamekasan is very effective and simplifies the management of management information systems, especially academic information systems, digital-based learning, digital libraries and evaluation of digital-based learning. Second, the supporting factors are the availability of complete facilities and infrastructure and most of the human resources have good technological capabilities. While the inhibiting factor is soft tissue. The solution is to provide a personal hotspot to keep the system usable.

Key words: *information system management, digital, website*

ABSTRAK

Pemanfaatan sistem informasi manajemen dalam pendidikan diperlukan untuk mengoptimalkan informasi dan kelengkapan sistem yang terintegrasi sehingga dapat berjalan efektif dan efisien. Seiring berjalannya waktu penggunaan sistem informasi manajemen mengalami perkembangan sesuai dengan perkembangan teknologi. Hal ini mengubah pengelolaan sistem informasi yang tadinya manual

menjadi sistem informasi manajemen yang berbasis digital. Tujuan Penelitian: 1) Implementasi sistem informasi manajemen berbasis website dalam mendukung program madrasah digital di MTsN 3 Pamekasan; 2) Faktor pendukung dan penghambat sistem informasi manajemen berbasis website dalam mendukung program madrasah digital di MTsN 3 Pamekasan. Penelitian ini menggunakan penelitian kualitatif dengan pendekatan deskriptif. Data diperoleh dengan wawancara semi terstruktur, observasi non partisipan, dan dokumentasi. Sedangkan sumber datanya berasal dari kepala sekolah, pendidik, operator sistem informasi manajemen, dan asisten kurikulum. Sedangkan pemeriksaan keabsahan data dilakukan dengan triangulasi sumber dan teknik, perluasan observasi, dan observasi ketekunan. Hasil penelitian ini menunjukkan bahwa pertama, implementasi manajemen dalam mendukung program madrasah digital di MTsN 3 Pamekasan sangat efektif dan mempermudah pengelolaan sistem informasi manajemen khususnya sistem informasi akademik, pembelajaran berbasis digital, perpustakaan digital dan evaluasi. pembelajaran berbasis digital. Kedua, faktor pendukungnya adalah tersedianya sarana dan prasarana yang lengkap serta sebagian besar sumber daya manusia mempunyai kemampuan teknologi yang baik. Sedangkan faktor penghambatnya adalah jaringan lunak. Solusinya adalah dengan menyediakan hotspot pribadi agar sistem tetap dapat digunakan.

Kata kunci: *sistem informasi manajemen, digital, website*

INTRODUCTION

Improving educational performance today requires management information systems and information technology that assist activities and support educational success. The progress of education must provide educational services in accordance with current developments in information technology. One of the strategies for realizing a developing education is by using technological elements that are implemented and programmed and owned by these educational institutions, such as information system programming. Information systems are increasingly needed by educational institutions in improving the smooth flow of information, quality control, and creating alliances, cooperation with parties and it can increase the value of these educational institutions (Rochaety, 2005).

The success of educational institutions (especially in Islamic educational institutions) will be carried out well if the management has an information system that is managed properly. The management of management information systems has an important role as an information medium for educational institutions. One of them is school academic management, implementing school academics by implementing an academic information system. Academic information system is a system that provides information services in the form of academic-related data. Management of academic information systems can increase the effectiveness and efficiency of academic management (Purwanto, 2017).

This information system is designed to present selected information in a management's decision making in order to plan, organize, implement, and supervise organizational activities so that they run well. The users of management information systems are usually public organizations, business

organizations, and also in the world of education. Management information systems implemented in educational institutions are called education management information systems.

The education management information system is a combination of human resources and information technology applications to select, store, process and retrieve data. Educational management information systems are very important for educational institutions, especially for school principals who are also managers in educational institutions. There are several factors that make management information systems indispensable for school principals, including principals who are faced with an increasingly sophisticated and complicated world. This management information system functions as a quick decision-maker in various madrasa principal policies.

The use of an education management information system is not only for optimizing information but also for the speed and completeness of an integrated system so that processes within educational institutions will run effectively and efficiently. With the existence of a management information system, educational institutions will experience the following benefits, namely to provide information in the form of student data, student scores, and the availability of complete data and information for all human resources in educational institutions. Implementation of management information systems in schools is the management of student data and teacher data. Darwis explained that management information systems have been widely used in educational institutions, including Islamic educational institutions, although they have not been evenly applied to all types and levels of education (Darwis & Mahmud, 2017).

The rapid of development information technology, many educational institutions use management information systems using technology. The development of management information systems in educational institutions is urgently needed, because in the face of global competition educational institutions are required to provide precise, accurate and fast information to support the improvement of the quality of educational services, so that these educational institutions have competitive advantages. In order to improve the quality of educational services, schools should design everything related to the needs of students according to the times. One of them is by using internet media, this is needed to make it easier for students to learn and learning can be effective and efficient. Internet media that is widely used today is the website application.

Websites are very useful for conveying information and can minimize data processing errors into information. With a website, users only need to open the website address to be able to find out the various kinds of information available on the website's pages. These pages usually contain a domain that contains information (Prayitno & Safitri, 2015). Many educational institutions implement information systems using websites, especially state schools.

Islamic educational institutions also use websites as a management information system. One of the Islamic educational institutions that is starting to experience development is madrasa. Madrasas are one of the most important Islamic educational institutions besides pesantren (Sulaiman, 2017). The existence of madrasas is very important because they give birth to generations of Islamic and national spirit, in madrasas also integrate Islamic sciences and

general sciences so that the next generation is not only highly knowledgeable but also has high morals. In this digital era, madrasas are starting to experience the development of their management information system. Especially after the implementation of digital madrasas by the Ministry of Religion of the Republic of Indonesia (Saimroh, 2019).

The management of digital madrasas usually uses a management information system which is a combination of people and information technology. The digital madrasah management information system is designed to store and process data using the internet so that users can access data and information effectively and efficiently. Management information systems in madrasas include data on academic activities, curriculum, human resources, assets, academic administration, finance, libraries, student evaluations, and other information, this information is stored in its entirety in digital form on a network that can be accessed by third parties. -interested party. This collection of information forms a management information system in digital madrasas. So it can be concluded that to go to a digital madrasa, the information contained in the madrasa must be programmed digitally, namely using a computer or information technology. In implementing this digital madrasa education management must use digital applications (Saimroh, 2019), both in organizing learning, local content, and extracurriculars.

The digital madrasa program can be realized by implementing a management information system using digital data in collecting, sorting, processing, and presenting data. To apply the digital madrasah concept, each madrasah does not need to change the organizational structure that has been created but instead adds a digital component to each madrasah management. Management of digital madrasas includes elements of planning, implementation, monitoring, evaluation, and management information systems.

MTsN. 3 Pamekasan which is located on Jl. Pontren Sumber Bungur, Sumbertaman, Kec. Pakong Kab Pamekasan is an institution that has well-established quality and achieves maximum achievements at the provincial, national and international levels. In its development MTsN. 3 Pamekasan has experienced a lot of progress and improvement both from the addition of students, complete facilities, and additional teaching staff who are professional in their fields. Even though the geographical location is far from urban areas, MTsN. 3 Pamekasan is dubbed the favorite madrasa in Pamekasan City, one of the proofs is the number of students who reach more than 700 students and there are even students from outside the island of Madura (Gafur, 2022).

The sophistication of technology that continues to grow and is known as all-digital makes the administrators of MTsN. 3 Pamekasan think more and more about being able to improve the progress of madrasas. This is evidenced by the socialization of the digital madrasa program as an effort to face the current digital era. According to Mohammad Holis, the head of the madrasa at the institution, said that to face revolution 4.0, madrasas must further improve human resources (HR) which focus on teachers, students and existing education staff. With this digitalization of media and learning resources is expected to help improve each process. Over time, this statement was not only a discourse, but MTsN. 3 Pamekasan is now experiencing a lot of progress. To realize the digital madrasa program, MTsN. 3 Pamekasan implements a website-based management

information system such as a digital library, digital report cards, and online acceptance of new students.

METHOD

This study uses a qualitative approach and descriptive research type. For this reason, researchers came directly to the field to get as much data as possible about the implementation of a website-based management information system in supporting the digital madrasah program at MTsN 3 Pamekasan. Researchers also collect data based on data sources that have been selected to answer the research focus that has been prepared by researchers.

The presence of researchers is an important part of qualitative research because researchers are also an important instrument for obtaining data in the field. For this reason, researchers came to MTsN 3 Pamekasan to collect data by observing, interviewing, and documenting. In addition to getting an initial picture regarding the matter being researched as determining the next step and the important points are also to strengthen friendship with the madrasah.

The data sources used in this study are primary data sources and secondary data sources. Primary data is data that directly provides data to data collectors, this data comes from notes from interviews, observations of researchers in the field. Sources of data in the field are human resources in the field such as madrasa heads, SIM operators, user teachers, and also the deputy head of the Pamekasan MTsN. 3 curriculum. While secondary data sources are data sources that do not directly provide data to data collectors such as documents, photographs, archives, and books (Lexy J, 2012) relating to the implementation of a website-based management information system in support of the digital madrasah program at MTsN. 3 Pamekasan.

Data analysis in this study consisted of data condensation, data presentation, and drawing conclusions or verification (Miles & Saldana, 2014). Meanwhile, to check the validity of the data, researchers used triangulation of sources and techniques. In source triangulation, the researcher checks the validity of the data by checking data from all three sources using the same technique; technical triangulation, researchers check the validity of the data to the same source with different techniques (Sugiyono, 2016). Extension of observation is also needed in obtaining data to check the suitability and correctness of the data that has been obtained. Furthermore, the persistence of observations is also used by researchers to increase the credibility of the data obtained.

RESULTS AND DISCUSSION

The researcher describes the results of research conducted at MTsN. 3 Pamekasan regarding the implementation of a website-based management information system in supporting the digital madrasah program which is formulated through the following research focus:

Implementation of a Website-Based Management Information System in Supporting the Digital Madrasah Program at MTsN. 3 Pamekasan

The implementation of a website-based information system is carried out with the approval or direction of Mr. Mohammad Holis as the head master of the Pamekasan MTsN. 3 madrasah from planning to evaluation. Implementation of a

website-based management information system is applied to digital madrasah elements, namely website-based academic information systems, digital-based learning, digital-based libraries, and digital-based learning evaluations. Some madrasa management is carried out using a digital system using a website so that management is more effective and efficient. Following are some of the findings obtained in the field regarding data collection, data processing, and data storage from the four elements mentioned, namely academic information systems, digital-based learning, digital-based libraries and digital-based learning evaluation. The procedure in the academic information system, namely data collection, is carried out guided by the head of the madrasa. In data collection, some data is needed for an academic information system, which is related to EMIS (Education Management Information System) and SIMPATIKA (Education and Education Personnel Information Systems) data. Data processing, it is addlied with the approval of the head of the madrasa but in data processing at MTsN. 3 Pamekasan it is carried out in accordance with the person in charge who has authority. Data storage, after the data is collected and processed then it is stored digitally and manually. Digital storage is carried out when data input has been collected. While manual storage is done by archiving academic information system files.

Implementation in digital-based learning, namely data collection, for data collection in E-Learning is generally carried out by the teacher of each class where later the educator prepares data such as student attendance, learning tools, exams, and evaluations. Data processing, after all the data has been collected, the educator then inputs the data according to the features provided by the E-Learning admin. Furthermore, data storage, data storage is done digitally. Each teacher saves on each account that has been provided by the E-Learning admin.

Digital-based library management, namely data collection, the data needed is a collection of library books at MTsN. 3 Pamekasan, members of the library. Data processing, after all the data has been collected then data processing or data grouping where later the collection of MTsN. 3 Pamekasan library books are grouped according to the codes printed on each book. And data storage. The data collected and processed according to their individual needs will later be stored digitally through the SLIMS 9 application which can be accessed by all teachers and students. And it is applied with manual storage, namely archiving the files.

Implementation in digital-based learning evaluation. Data collection, the data collected is certainly regarding student data and student lists from various semesters that have been passed. This is usually done by the teacher of each class. Data processing, the data collected will be processed as needed. The teacher of each class inputs student scores in each account, after which the homeroom teacher will process the student grade data provided by the subject teacher. Finally, the Digital Madrasah Report Card (RDM) operator will input student grade data into the RDM application. Data storage, student value data will be stored automatically digitally when each teacher inputs student scores. Not only is it done digitally, students' value data is stored manually by submitting assessment documents to the TU to be input into the student master book.

Implementation of a website-based management information system at MTsN. 3 Pamekasan, in this case the madrasa uses EMIS and SIMPATIKA data which are the main keys. This aims to provide information related to teacher data, student data, madrasah data, facilities and infrastructure data, and educational staff data where this information is needed for all management of website-based management information systems in support of digital madrasah programs. According to Robert W. Holmes quoted in Jacob & Vico Hisbanarto's book, that is, a management information system is a system designed to provide decision-oriented choice information needed by management to plan, supervise and assess organizational activities (Yakub & Hisbanarto, 2014).

The management information system at MTsN. 3 Pamekasan is designed to present the information needed for management activities to facilitate the decision-making process effectively. The management information system at MTsN. 3 Pamekasan is also designed digitally, namely website-based to support digital madrasa programs. The website is an application that contains multimedia documents (text, images, sound, animation, video) in which it uses the HTTP protocol (hyper text transfer protocol) and to access it uses software called a browser (Suhartanto, 2012). The MTsN. 3 Pamekasan website was created to provide information related to activities at the madrasa via the internet and information technology. The data collected is usually as needed and has been approved by the head of the madrasa. The data is in the form of madrasa activities, competition activities, data in the form of text, photos. After being collected, the data is processed and then inputted into the madrasa website so that later this information can be accessed by everyone via http://mtsn3pamekasan.sch.id/. In implementing a website-based management information system in support of the digital madrasa program at MTsN. 3 Pamekasan, the data management process is carried out by each management information system in digital madrasah elements, namely academic information systems, digital-based learning, digital-based libraries, and digital based evaluation.

The following is an explanation based on the theory of implementation of management information systems: First, Academic Information Systems. The academic information system for MTsN. 3 Pamekasan is an information system designed to manage academic data in its implementation by utilizing human and machine power. The academic information system for MTsN. 3 Pamekasan is designed in the form of a web which can also be accessed on the web for madrasah MTsN. 3 Pamekasan. Academic activities are not far from madrasa management activities and activities carried out at madrasas. The web-based academic information system aims to help people who want to know about schools without having to come to school (Susanti, 2016). MTsN. 3 Pamekasan implements a web-based academic information system aimed at expanding madrasah information so that it is better known by the wider community.

The process of managing data in an academic information system has several stages, namely: 1) Data Collection. In collecting data it is very important to do in producing information that is useful for academic information systems. The purpose of collecting this data will be planning what data is needed in an academic information system. The general MTsN. 3 Pamekasan academic information system is a system that processes student academic data, teacher

data, student data and value data. But there are also those related to activities carried out by madrasas, madrasah information, as well as news on madrasah developments. These data are listed in special applications, namely EMIS and SIMPATIKA. 2) Data Processing. Processing is carried out after all the data has been collected, data processing is carried out by a combination of humans and machines in processing the collected data into useful information. Data processing can also be called grouping data. This includes several steps in which the data will be shaped, structured, and can be understood by the reader. The steps for processing academic information system data at MTsN. 3 Pamekasan are: The data collected is student data, teacher data, student grades data, madrasa profiles, student achievements, and madrasa activities.

The data that has been collected is entered after the approval of the head of the madrasa. Meanwhile, activities do not need the approval of the head of the madrasa but in accordance with the responsible human resources. After being approved by the head of the madrasa, the data is grouped according to the features on the website so that it becomes information that can be accessed by the wider community. 3) Data Storage. In this process, data storage is done by two methods. Digital method and manual method. The digital method is carried out when inputting data that has been collected and processed into the MTsN. 3 Pamekasan website. While the manual method is done by archiving files related to academic information systems. Archiving aims to store information for a certain period of time so that it can be retrieved at any time needed.

Second, Digital Based Learning. Digital-based learning at MTsN. 3 Pamekasan is learning using an E-learning application that can be accessed via the madrasa web. Digital-based learning is carried out for effective learning with technological demands (Amarulloh dkk., 2019). At MTsN. 3 Pamekasan using E-Learning as a digital learning medium because students can access any material sent via E-Learning online and can connect communication between teachers and students even though they are far away. In this learning model there are several stages of its implementation. 1) Data Collection. E-learning requires data that can later be used in learning. E-learning at MTsN. 3 Pamekasan, although it was developed by the Ministry of Religion, is managed by the madrasah itself. The management is carried out by collecting data, processing data, and storing data.

There are several stages in data collection, namely determining the data needed by E-learning. Usually the data needed is not far from teacher data and student data for class mapping. To make it easier to retrieve these data, assisted by EMIS and SIMPATIKA, the data needed are learning tools. Learning devices are usually prepared by the teacher of each class. Learning tools are an important part of this digital-based learning, because later students can obtain learning information from E-Learning, and E-learning is not only used in the learning process but there is some information provided by the madrasa including student attendance, grade processing systems, class calendar, and more. 2) Data Processing. E-learning data processing is carried out after the data is collected and it is determined which one is needed.

This data processing aims so that the data in E-learning can be structured and formed into useful information for teachers and students. Processing of data from teachers and students. This data processing is carried out by the E-learning

admin of MTsN. 3 Pamekasan, namely Mr. Mukhtar as the website operator. After mapping the class teacher, the teacher will process it in terms of student attendance, learning tools and value processing. Processing this data is quite easy because later all madrasah HR will enter their respective accounts to process the data into the information needed. 3) Data Storage. In storing E-learning data, MTsN. 3 Pamekasan is carried out by the E-learning admin in mapping and inputting classes for teachers and students. Meanwhile, the teacher saves when inputting learning tools, student attendance, and student assessment. The implementation of the digital learning system is carried out based on the Standard Operating Procedures for each account.

Third, Digital-Based Libraries. The digital library of MTsN. 3 Pamekasan which provides services for borrowing and returning books with a digital process. This is in accordance with a theoretical study on Islamic tertiary libraries in Indonesia that digital library services are in the form of a digital system and can be operated online with the help of a network (Hartono, 2017). The library application used by MTsN. 3 Pamekasan is SLIMS 9 which is managed by the madrasa. There are several stages in the implementation of SLIMS 9 managed by MTsN. 3 Pamekasan, namely: 1) Data Collection. The collection of digital library data is not far from student data and library book collections at MTsN. 3 Pamekasan. The collection of these data was carried out by SLIMS operators at MTsN. 3 Pamekasan. To collect student data is done by looking at the student attendance of each class. As for the collection of library books, a book code is given to make it easier to record borrowing and returning books. 2) Data Processing. Data processing is carried out after all the data needed in using SLIMS 9 is collected.

Data processing is a combination of humans and machines by following certain steps to turn data into useful information. Processing of SLIMS 9 data at MTsN. 3 Pamekasan includes a series of activities, namely the following: re-checking the data that has been collected so that no errors occur during input; grouping books according to the code provided in the SLIMS 9 application. All processed data is then inputted into the SLIM 9 application, information can be accessed by all MTsN. 3 Pamekasan HR. Data processing is very important to do because data processing can be more systematic and easily accessed by all human resources in MTsN. 3 Pamekasan. 3) Data Storage. Data storage in the library at MTsN. 3 Pamekasan is carried out using two methods, namely the digital method and the manual method. The digital method is carried out when borrowing and returning are inputted into the SLIMS application, the data will automatically be stored in the SLIMS 9 application. Meanwhile, the manual method is carried out by writing in a document the borrowing and returning data as archiving. This aims to anticipate the occurrence of network errors in digital systems. Using SLIMS 9 makes it very easy for employees to service and maintain the library. With this application, books can be accessed digitally and you can find out what books are in MTsN. 3 Pamekasan.

Fourth, Digital-Based Evaluation. Evaluation of learning at MTsN. 3 Pamekasan is carried out digitally using the Digital Madrasah Report Card (RDM) application. Digital Madrasa Report Card aims to provide student assessments with digital processes using information and communication technology (Saimroh, 2019). Applications related to the assessment of student learning

outcomes are applied at various madrasah levels. Data collection, data processing, and data storage in RDM can be explained as follows: 1) Data Collection. Data collection in the Madrasah Digital Report Card (RDM) is carried out to obtain accurate information about student assessments. At first the data collection was carried out by the RDM admin during class mapping while for student scores it was carried out by the teacher of each class.

The main key in collecting RDM data is EMIS data which contains student data at MTsN. 3 Pamekasan. EMIS data is needed for class mapping which will make it easier for teachers to input student grades into the RDM application. 2) Data Processing. Data processing is done after all the data is collected. The data is processed so that it can be structured and formed as useful information for the reader. The data processing goes through several stages, namely the RDM operator maps teachers and students to determine each class, the homeroom teacher processes student data per class, the data is managed by the subject teacher in class to input grades into the RDM application, finally the data will be collected by the homeroom teacher after all teachers input grades. RDM management is carried out in accordance with standard operational procedures that have been determined by the madrasa to process data so that the data can become useful information for teachers and students. 3) Data Storage. RDM data storage at MTsN. 3 Pamekasan is done by archiving. This is so that when there are digital problems it can be easily retrieved as well as maintaining and maintaining documents for later use when needed. MTsN. 3 Pamekasan does implement several information systems digitally, but after the digital process is complete, archiving is carried out. The student grade data will be printed by the homeroom teacher and handed over to the education staff to be inputted into the student master book. The student manual at MTsN. 3 Pamekasan contains data on student scores from the first semester to the end according to the student identification number. Data in the student master book can later be retrieved at the end of the semester to be inputted into student report cards.

Factors Supporting and Inhibiting the Implementation of a Website-Based Management Information System in Supporting the Digital Madrasah Program at MTsN. 3 Pamekasan

The implementation of a website-based management information system in supporting digital madrasas does not always run smoothly, because every activities have supporting and inhibiting factors from the implementation of each goals. The supporting factors are as follows: the availability of competent human resources in technology (IT) and adequate facilities and infrastructure. In digital madrasas, several components are needed that must be implemented digitally. From the two components above, it is in accordance with the guidelines for implementing digital madrasas that digital madrasas have educators and educational staff who master information technology and have devices to access and manage information digitally, for example computers, projectors, and wifi (Saimroh, 2019).

It has been proven that there are several facilities to support the implementation of a website-based management information system including 120 computers, 5 wifi hotspots with different strengths. There are 2 points for up to 40 users, one for 60 users, and 2 points for 15 users. Internet capability is

approximately 80 Mbps download and 20 Mbps upload. There are also 20 units of student tablets placed in the library.

While the inhibiting factors for website-based management information systems are negative things that hinder the implementation of website-based management information systems. The inhibiting factor regarding network problems. When the network is disrupted, all data management is hampered because all systems are used digitally, so access is done online. Actually, the problem with the network at MTsN. 3 Pamekasan is very good, but the network is not always smooth, but sometimes it is interrupted due to power outages which causes WIFI to turn off. To overcome this obstacle, the solution is to use a personal hotspot from HP itself to keep digital management running online.

CONCLUSION

A website-based management information system in support of the digital madrasah program at MTsN. 3 Pamekasan consists of an academic information system, digital-based learning process, digital-based library, and digital-based evaluation. The application of a website-based management information system is very effective and simplifies all management in madrasas. In its management, the website-based management information system at MTsN. 3 Pamekasan goes through several procedures, namely a) academic information systems: data collection, teacher and student data according to EMIS and SIMPATIKA, as well as madrasah activities. Data processing, according to MTsN. 3 Pamekasan website procedures, lastly data storage is done by archiving files. b) digital-based learning: data collection, in the form of teacher and student data as mapping and learning tools; data processing, carried out by each subject teacher in inputting learning tools; data storage, done digitally by inputting student attendance data, online exams, materials, and assessments. c) digital library, data collection, is done by collecting some student data and a collection of library books at MTsN. 3 Pamekasan; data processing, carried out with procedures determined by the SLIMS admin; data storage, is done by archiving borrowing documents and returning books at the MTsN. 3 Pamekasan library. d) evaluation of digital-based learning, data collection, is carried out by collecting student data and data on student values at MTsN. 3 Pamekasan from semester 1 to the end; data processing, carried out using the Digital Madrasah Report Card (RDM) application procedure; and data storage, is done by archiving student value data into the master book.

Supporting factors for the implementation of a website-based management information system in supporting the digital madrasah program at MTsN. 3 Pamekasan are the availability of complete facilities and infrastructure and the majority of madrasah human resources who have competent technological capabilities. While the inhibiting factors are such as the network being soft at times due to blackouts so that it hinders the implementation to be carried out. The solution to these obstacles is to provide a Personal Hotspot during blackouts so that the system can still be used.

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