

# Implementation of ICT-Based Teacher Administration System to Improve Teaching and Learning Activities

## Implementasi Sistem Administrasi Guru Berbasis ICT untuk Meningkatkan Kegiatan Belajar Mengajar

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### ABSTRACT

One of the educational goals is the implementation of teaching and learning activities well in the boarding school environment. For this reason, it is necessary to carry out Information and Communication Technology (ICT) based documentation so that it can be enjoyed together and evaluated the performance of the teachers' service at TMI Al-Amien Prenduan. As for the existence of an ICT-based teacher administration system, it is actually a form of consensus between the caregiver and several teachers in improving the skills of teachers in the field of technology and online-based information. Given the increasingly massive technological developments in contemporary times. This research is included in qualitative field research with a case study research approach. The data collection techniques used are observation, interviews and documentation. While the data analysis techniques used are data reduction, data presentation and data verification. This research results in the implementation of an ICT-based teacher administration system in the field of curriculum, teacher self-development and examination results of the students. While the positive impact of SAG-TMI is the cooperation between the principal and the teachers for the achievement of good teaching and learning process activities so that it can be seen directly by the guardians of the students' academic achievements in the pesantren through ICT-based SAG-TMI.

**Keywords:** ICT; Teacher Administration System; Teaching and Learning; TMI Al-Amien Prenduan

### ABSTRAK

Salah satu bentuk tujuan pendidikan yaitu terlaksananya kegiatan proses belajar mengajar dengan baik di lingkungan pondok pesantren. Untuk itu, perlu kiranya melakukan dokumentasi berbasis Information and Communication Technology (ICT) agar bisa dinikmati bersama dan dilakukan evaluasi terhadap kinerja pengabdian para guru di TMI Al-Amien Prenduan. Adapun dengan adanya sistem administrasi guru berbasis ICT ini sebenarnya bentuk musyawarah secara mufakat pengasuh dan beberapa para guru dalam peningkatan keterampilan para guru di bidang teknologi dan informasi berbasis online. Mengingat perkembangan teknologi semakin masif di masa kontemporer. Penelitian ini termasuk dalam penelitian kualitatif lapangan dengan pendekatan penelitian studi kasus. Adapun teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Sedangkan teknik analisis datanya yang digunakan ialah reduksi data, penyajian data dan verifikasi data. Penelitian ini menghasilkan tentang implementasi sistem administrasi guru berbasis ICT pada aspek kurikulum, aspek pengembangan diri guru dan aspek hasil ujian para santri. Sedangkan dampak positif dari SAG-TMI adalah adanya kerja sama antara kepala sekolah dan para guru untuk pencapaian kegiatan proses belajar mengajar yang baik sehingga dapat dilihat langsung oleh para wali murid terhadap capaian prestasi akademik para anak didiknya di pesantren melalui SAG-TMI berbasis ICT.

**Kata Kunci:** Belajar Mengajar; ICT; Sistem Administrasi Guru; TMI Al-Amien Prenduan

### INTRODUCTION

Education is an integral part of human life. Because with this education, humans can determine their path in life with a tendency toward goodness (Azmi 2019). This education will produce a significant result if done with the management of education accommodated in an educational institution. Because with this educational institution, education will always experience a change that is very appropriate by the times (Atmaja 2022). This educational institution has a very important role in realizing good education for students. Law number 20 of 2003 states that the national education system must be able to realize a pre-planned effort with good planning in realizing a learning atmosphere

and learning process so that later students can actively develop the abilities they already have about spiritual knowledge, behavior, religion and love for the Indonesian homeland. With this foundation, the education system in Indonesia has a positive impact on the development of students (Usman 2012).

Uniquely, Indonesia has a variety of educational institutions but still has one goal, which is to educate the nation's children and develop the potential that exists in students so that they can become the successors of the nation's children who can make the Unitary State of the Republic of Indonesia proud (Masitoh 2022). As for one of the variations of some Indonesian education, namely Islamic educational institutions with *pesantren* nuances (Cobantoro 2019). *Pesantren* is an Islamic educational institution that has cultural resilience and also a very thick Islamic nuance to become knowledge seekers who have skills and creativity by maintaining Islamic values (Rizki 2022). *Pesantren* is the oldest Islamic educational institutions in Indonesia because since the archipelago was colonized, these *pesantren* have given birth to tough fighters to defend and reclaim the independence of the Indonesian state.

The birth of *pesantren* is usually due to the factor of a *kiai* who is very pious so he is appointed as a caregiver/leader, some students study, and a place of learning, namely the mosque. (Syamsudduha 2014) so that a good teaching and learning process will be created. *Pesantren* is also an educational institution that always carries out all educational activities with full assistance and well-structured teaching. In addition, *pesantren* also has qualified facilities and infrastructure by the management of *pesantren* education to be achieved together. *Pesantren* also implements an education system that upholds religious, humanitarian, and environmental values (Pratiwi 2022). This cannot be implemented unless there is support from the caregivers/leaders, teachers, and students.

Along with the times, the *pesantren* caregivers cannot carry out the education system by themselves because there are also more and more students studying in *pesantren*. For this reason, it is necessary to support *pesantren* leaders to make their alumni become educators to help the process of educational activities for students while still having control carried out by the leaders of *pesantren* institutions (Cobantoro 2019). One of *pesantrens* that until now still exists and is also growing rapidly is the *pesantren* in East Java, namely *Pesantren Al-Amien Prenduan* in Sumenep Madura with a Mu'adalah education system and is an alumni *pesantren* of the *Pesantren Darussalam Gontor Ponorogo*.

*Pondok Pesantren Al-Amien Prenduan Sumenep* has the oldest institution called *Tarbiyatul Mu'allimien Al-Islamiyah* with a vision and mission to become an educator who remains a *tholabul ilmi* and later can become the leader of the people after becoming an alumnus. The education system is life and life education that is educated directly by teachers who are mostly alumni of this *pesantren* and have professional values according to their experience and expertise. (Jauhari 1997). In addition, teachers at *Tarbiyatul Mu'allimien al-Islamiyah* are usually required to make lesson plans and syllabuses according to the material field which is checked directly by the principal (making *i'dad tadrīs* which is submitted to the *mudir marhalah* respectively) and what is very good here is that it is required for each teacher to make every time they want to teach once a week and also required to practice teaching in front of the master teacher (GM) for each material, this is also done once a week (Kuswandi 2015). The purpose is none other than to determine the understanding and skills of the teachers to teach the students later in their respective classrooms when implementing teaching and learning activities.

Information and communication technology is an online-based device to be used in the learning process at school to achieve a goal that is jointly desired by the managers of Islamic educational institutions, especially boarding schools. Conceptually, that ICT-based learning can support teachers and students to conduct learning with digital devices (Giarti 2016). So that it can open the insights of teachers and students into the development of digital technology in the contemporary era. This can also enrich the knowledge of teachers in the face-to-face learning process in the classroom.

The existence of ICT-based teaching and learning activities is also to facilitate teachers in the process of learning planning, learning organization, learning implementation, and learning evaluation professionally (Sugawara 2014). Thus, this ICT software can help school principals and guardians in controlling the teaching and learning process at the *pesantren*. The ICT-based learning software provides content on the teaching and learning process at school, content on the development of teachers, and content on the development of students' learning evaluation scores.

Along with the development of software-based information technology commonly known by scientists as Information and Communication Technology (ICT) which is increasingly developing and increasingly ingrained in a person (Cobantoro 2019). Through this ICT system, there will be a very intense process of information and communication between teachers, principals, and parents at home in the process of educating their students at Tarbiyatul Mu'allimien Al-Islamiah Pondok Pesantren Al-Amien Prenduan or abbreviated as TMI Al-Amien Prenduan. For TMI Al-Amien Prenduan teachers to make it easier to report all teaching and learning process activities in the classroom, the TMI Al-Amien Prenduan institution launched and launched the Teacher Administration System (SAG) on May 28, 2021 based on ICT to improve the performance of teachers' service at TMI Al-Amien Prenduan.

Apart from this, the existence of SAG-TMI is to document online the complete data of TMI Al-Amien teachers, including personal identity, education history, TMI teacher decree and teacher certification data. And also used as a complete data on the development of the teaching and learning process in the classroom, which includes lesson plans, syllabus, santri attendance, meeting journals, draft questions for the midterm and final semester exams. Based on these conditions, it is very important to conduct a research because along with the development of technological knowledge there is also a development of online-based teaching and learning activities in order to make educators who can develop in accordance with technological developments.

## **THEORETICAL FRAMEWORK**

### **Integration of Information and Communication Technology (ICT) Devices to Improve Teaching and Learning Activities in *Pesantren***

Information and communication technology has two important aspects, namely information technology and communication technology. Information technology includes the process, use of tools, manipulation, and management of information itself. Meanwhile, communication technology includes the use of tools to process and transfer data from one device to another (Pramungkas 2020). This information and communication technology is the use of electronic equipment, either computers or laptops, to store, program, analyze and distribute all information data in the form of descriptions of words, numbers, and images.

The strategy of utilizing ICT-based teaching and learning activities includes tools, learning media, learning facilities, learning resources, and means of increasing the professionalism of a teacher to students. Technology is not just an application of science through digital. But also a form of process and target improvement that can enable a generation to have broad insights into the process of developing its knowledge. Technology is an effort to improve one's skills and help do work optimally (Hasan 2014).

Learning technology is a theory and practice that is designed, developed, utilized, managed, and evaluated about the process and sources of learning facilities. The parts of learning technology include the following. First, learning technology design is a part of the application of theories, principles, and procedures in conducting all teaching and learning activities systematically. This section includes learning system design, learning message design, learning strategy, and learner characteristic strategy design. Second, development technologies are the development process to translate design specifications into physical form. This section includes print technology, audio-visual, computer-based technology, and multimedia. Third, the utilization of technology includes an action to use learning methods and models, media materials, and equipment to make improvements in the process of teaching and

learning activities in schools. This section includes media utilization, teacher innovation, implementation, and regulation. Fourth, technology management has the authority to control learning technology through planning, implementation, and evaluation. It usually includes project management, human resource management, and information delivery system management. Fifth, assessment technology. This part is the process of determining the process of implementing learning well. where this part includes problem analysis, student assessment, formative assessment, and summative assessment (Azmi 2019).

The success in utilizing information technology in the present can be felt by educational institutions by reducing the resistance to human error in an educator. So with the existence of ICT, everything that is a problem for an educator, both the curriculum, the teaching and education process, and the evaluation of students' assignments can help provide convenience for carrying out all teaching and learning process activities (Sugawara 2014). With the existence of ICT, it is possible to help each educational institution to obtain its benefits, benefits that can be assessed as a form of competitive profit as an effective and efficient form of learning from various forms of educational models.

The ICT tools that have a major contribution to the efficiency of teaching and learning activities in educational institutions are as follows: 1) Web Based Learning. A learning system based on information and communication technology through electronic learning (online website). Every teacher and student can do activities with all the facilities in the website menu by providing all forms of information display of the teaching and learning process. Thus the teachers have a very big responsibility for the learning program process of the students. 2) Electronic Book (E-Book). The E-Book is one of the information technology devices that can be utilized through a computer/laptop about any book desired by teachers and students via the internet. This E-Book can be integrated with sound, graphics, images, animation, or movies (Matviichuk 2020).

Information is a fact that can be used as input to produce information. Where this information is closely related to input data that is processed into output by producing good information. information itself is some resource that is processed to test the level of truth and achievement by the needs (Afrizal 2020). Custom triangle things that must be considered from information, namely information is the result of data processing, provides meaning, and is useful. As for the characteristics of quality communication information technology, there are 4 parts, namely: a. Accurate; an information that provides a good service. the test is carried out by several people in determining the results that are considered accurate. b. Timely: where the information must be available when needed. c. relevant: the information provided must be by something needed. d. Complete: the information provided must be complete and not halfway. Complete: the information provided must be complete and not half and half. In the sense that it must be complete (Kurniawati 2021).

Communication is a procedure that exists in a person's mind to influence others. this communication can also be interpreted as a process that a person does to others to convey messages in changing the behavior of others. besides that, communication is a social process where individuals use a symbol to create and explain meaning in an environment. Therefore, communication is the process of conveying ideas from one party to another to exchange ideas and influence each other (Orilina 2023). Where in teaching and learning activities, it is closely related between teachers and students who influence each other between the two. The delivery of messages can be done verbally or non-verbally in communicating between teachers and students.

The equipment that can be used in communication information technology is as follows: a. Computer; a tool that is useful in obtaining data into information. b. Liquid crystal display (LCD) projector; where this tool is used to display information originating from computer devices or other information media. c. Overhead projector (OHP); a tool for displaying static information written on transparency plastic. d. Internet; is a hardware device that has a function to organize and convert digital signals into electrical signals that can be used to exchange information. e. Modem; a

hardware device that has a function to organize and convert digital signals into electrical signals that can be used. Internet; a connection between computers and networks that can allow information to be exchanged. e. Modem; a hardware device that has a function to organize and convert digital signals into electrical signals that can be used to search for information through computers (Delgado 2020).

### **System of Teaching and Learning Activities in Islamic Boarding Schools**

Explicitly that ICT-based teaching and learning activities already exist in curriculum development in pesantren. Where this ICT system uses a principle that is fixated on the potential, development, needs, and interests of students. Curriculum; a learning design made by teachers to achieve knowledge, competence, material mastery, and practice in the field by students in the hope of balancing the competency standards expected by teachers. 2. Pedagogy; a plan carried out by teachers to students by providing active, innovative, creative, fun, and Islamic lessons with various learning strategies and styles. 3. Learning materials; a design to foster cognitive attitudes that can challenge and motivate students in learning. 4. Assessment; a design that can provide good feedback based on the knowledge, competencies, interests, and talents of the learners (Hidayat 2023).

The system comes from the English word system which means method, plan, rules, and habits. Where the system is defined as a well-organized design that includes the relationship and interaction of a component that functions with each other to achieve the desired goal together. As for the system itself, it has 8 characteristics, namely: 1. Purpose; which in this case can provide a direction in an achievement. 2. Function; as a means of support to achieve the goals to be achieved. 3. Component; is part of a system that carries out a function in achieving goals. 4. Interaction; a relationship that mutually influences, helps, and supports one component with another. 5. Intertwined components; where there is a solid unity of components with good values and abilities. 6. Transformation process; a series of processes that can convert inputs into outputs that are by the objectives. 7. Feedback; is a control that becomes the basis for change, improvement, and adjustment to improve maximum results. 8. Area and environment; where both can establish good interactions in achieving goals. As for the function in each component above, it can be determined by the purpose of the system itself. While the implementation of these goals can be done through the process of adjusting to the goals. Thus, a system can contain three very important elements, namely goals, content, and process (Arifin 2023).

Teaching and learning activities are an effort that is carried out deliberately, purposefully, and under control so that students can learn and achieve a change in students. This change will occur with a teaching and learning activity carried out with good planning and programs. teaching is an effort to guide and direct learning experiences to students which will usually take place in formal circumstances (Rahmatullah 2023). The teaching and learning activities are carried out appropriately, effectively, and efficiently. When these three components are not done well or one of them is not fulfilled, the learning system can be categorized as less good.

### **RESEARCH METHOD**

This research is included in qualitative field research with a case study model in Tarbiyatul Mu'allimien Al-Islamiyah (TMI) at Pondok Pesantren Al-Amien Prenduan where researchers conduct a study directly at the research site to collect data and analyze data by the needs of this research (Arikunto 2000). Primary data comes from the research location both from the boarding school caregiver, principal, secretary of the institution, teachers, and students. Secondary data is taken from scientific books, journal articles, websites, and so on (Sugiyono 2010). While obtaining accurate and correct data in this study, the authors will collect data with observation, interview, and documentation methods for all the implementation of teaching and learning process activities in TMI Al-Amien Prenduan Sumenep. The data analysis techniques used in this study are data reduction techniques, data presentation, and conclusion drawing (Moleong 2005).

## RESULTS AND DISCUSSION

Pondok Pesantren Al-Amien Prenduan Sumenep has four educational institutions which are mostly located in the *pesantren* dormitory. The four institutions are Pondok Pesantren Al-Amien 1 consisting of village tegal and girls *pesantren* 1, Pesantren Al-Amien 2 consisting of Tarbiyatul Mu'allimien Al-Islamiah (boys and girls) and Ma'had Tahfidzul Qur'an (boys and girls), Pesantren Al-Amien 3 namely Pesantren Salafiyah Al-Hikmah Kapedi and Pesantren Al-Amien 4 namely Institute Dirosat Islamiah Al-Amien Prenduan (boys and girls) (Jauhari 1997). Overall these four institutions are in adjoining locations in the village of Prenduan except Pesantren Salafiyah Al-Hikmah Kapedi but one district in the city of Sumenep. These four institutions are under the auspices of Al-Amien Prenduan Foundation which is located near the coast between Pamekasan and Sumenep districts, ± 34 km west of Sumenep city and ± 23 km east of Pamekasan city and ± 150 km from Surabaya city.

Tarbiyatul Mu'allimien Al-Islamiah (TMI) is one of the oldest institutions among boarding school institutions in Al-Amien Prenduan Sumenep. TMI is an educational institution equivalent to the middle level, namely *madrasah diniyah awaliyah* since it was established on November 10, 1952 AD. and in 1957 AD. Stand also *madrasah ibtdaiyah/compulsory learning School* (Kuswandi 2015).

This TMI institution was formed with a very simple once pioneered by Kiai Jauhari Chotib (who has passed away). Where he was inspired by an educational system Kulliyatul Mu'allimin Al-Islamiah Pondok Modern Darussalam Gontor Ponorogo. Where this cottage was very inspiring to establish this Pesantren Al-Amien Prenduan educational institution in 1952 AD (Sutrisno 2021). With this spirit, he then boarded his three sons along with nephews, grandchildren, and other students to this Pondok Pesantren Darussalam Gontor Ponorogo.

On 11 June, 1971 AD, Kiai Jauhari Chotib died and then the initial pioneering was carried out by his three sons and other students. As for this pioneering, the following steps were taken. *First*, opening a new location with an area of approximately 6 hectares, where this location is land from the gift of Kiai Jahari's students which is located 2 km. from the old location. *Secondly*, forming a small team of 3 members consisting of his sons (Kiai Jauhari) and his students, namely Kiai Tidjani Jauhari, Kiai Idris Jauhari, and Kiai Jamaluddin Kafie to develop a better and representative TMI curriculum system. *Third*, conducting a comparative study of Pondok Modern Darussalam Gontor and large pesantren in East Java, as well as asking for prayers and support from the leaders of the old pesantren caregivers at that time, especially Kiai Ahmad Sahal and Kiai Imam Zarkasyi Gontor to support and give their blessing in starting the effort to establish and develop education and the establishment of TMI with a new system and paradigm that has been carried out a joint agreement by the sons of Kiai Jauhari and his students (Jauhari 1997).

TMI Al-Amien Prenduan is an advanced secondary education institution that has an educational base closely related to Islamic boarding schools. After passing through several stages and all the establishment processes. So on Friday 10 Shawwal 1391 H. Or on December 3, 1971, M. TMI (for boys only) with its system and form with a combination of modern and *salafiyah* education systems was officially established by Kiai Idris Jauhari the second son of Kiai Jauhari Chotib who occupied a makeshift building owned by residents around the new location. The above date was then set as the date of the establishment of TMI Al-Amien Prenduan Sumenep. While for the establishment of Tarbiyatul Mu'allimaat Al-Islamiah (TMaL) officially opened 14 years later. Namely on the 10th of Shawwal 1405 H. Coinciding with June 19, 1985, M (Kuswandi 2015). By Nyai Anisah Fathimah Zarkasyi (daughter of Kiai Imam Zarkasyi Gontor and wife of Kiai Tidjani Jauhari) where at that time, she was still residing in Makkah al-Mukarromah with her extended family. Where the study period is carried out for 6 years for SD/MI graduates (regular program) and 4 years for SLTP/MTs graduates (intensive program). In terms of education and study period, TMI Al-Amien Prenduan is equivalent to the level of MTs and MA or SLTP and SMA in general. However, it has a very basic difference (Jauhari 2003). Among them are having *pesantren* and struggle values, all educational and administrative personnel at TMI

are not given a salary but only get dispensation and certain facilities from the boarding school and also as a substitute for transport according to their level, all students have an obligation that is required to reside in the *pesantren* and may not marry before graduating with the nuances of *Islamic life, Tarbawi and Ma'hadi* and by using the term “*Mu'allimien*” not only has the meaning of a teacher/educator but is more emphasized on the psychological aspects, noble morals, and teacher insights that must be possessed by students and alumni.

## **Implementation of Teacher Administration System (SAG)**

### **At TMI Al-Amien Prenduan**

The teacher administration system (SAG-TMI) is an ICT-based information management system a device that allows a TMI Al-Amien Prenduan teacher to do various things such as exchanging information on the development of *santri* education per learning material, attendance of students, good learning management, and so on related to the teaching and learning process in the classroom by using through this software/software or known as SAG-TMI. With it, the *Asatidz* can carry out all teaching activities easily and practically.

Tarbiyatul Mu'allimien Al-Islamiah is an institution under the auspices of the Pesantren Al-Amien Prenduan which integrates the process of education, teaching, and assessment directly with face-to-face but then is also supported by a modern technology development system to make it easier for teachers to report all teaching activities properly and to create a more modern and dynamic teaching process atmosphere by the times that now exist in era 4.0. supported by software or information technology-based. The implementation of this ICT-based teacher administration system can be viewed from three areas, namely curriculum, teacher self-development, and learning outcome assessment.

### **Field of Curriculum**

ICT-based curriculum development management is a form of learning activity that has the aim of improving the quality of education in *pesantren* which refers to graduate standards, content standards, and standardized student assessment processes to achieve the process of teaching and learning activities by the goals desired together by teachers in *pesantren* (Giarti 2016). Thus, the development of this ICT-based curriculum can help teachers and students to work together in realizing the process of teaching and learning activities professionally and progressively.

In this curriculum field, the school secretary focuses on assisting and guiding TMI teachers in operating SAG-TMI. As one of the strategies in binding the teachers, this website presents teachers' personal identities and teaching and learning documents such as uploading lesson plans and syllabi, *santri* attendance, and journals of teaching and learning meetings. In SAG-TMI, four people can access this website, namely the principal, admin (secretary), teachers, and non-teachers (parents of students, etc.). The principal is a supervisor who has the responsibility of knowing the development of teacher reporting in SAG-TMI. The admin is the person who controls the development of the website every day and makes improvements to the system in the process of perfecting this teacher administration system. The teacher uploads all types of teaching activities to become evaluation material in the process of self-improvement and good for the students, non-teachers (parents) can find out the progress of their children in the continuity of their studies at TMI Al-Amien Prenduan Sumenep.

### **Teacher Self-Development**

This self-development is an integral part of teacher self-development. Because as an educator not only makes the students have good intelligence but the teachers at TMI are also required to have potential and also a self-development report that can encourage them to be able to set a good example for their students. The self-development here is such as achievement data, teaching data in other institutions, scientific works, and expertise they have (Al-Amien 2021). Based on Ustadz Muhdlar's statement, that with this SAG-TMI, he can report all his achievements in several competencies and several works that have been written and published. This is by the statement of Kiai Ghozi as the

caregiver of TMI, who stated that the SAG-TMI can find out the abilities and expertise of the teachers so that later they can guide and foster students to have skills according to their expertise and interests.

### Learning Outcome Assessment

This field is the last aspect of the teaching and learning process activities in the classroom either daily, weekly, monthly, or even quarterly. As for this assessment, TMI teachers conduct two types of assessments, namely online and offline assessments. This online assessment system is usually carried out by teachers in this teacher administration system (SAG-TMI). This assessment system is carried out by teachers every time after finishing teaching and also when holding daily tests or even when conducting MID semester exams or even final semester exams. The exam implementation mechanism and assessment techniques are as follows: (1) the school/teachers will determine the date and place and time of the exam, where the exam supervisors at TMI have prepared all the facilities and infrastructure for the convenience of the students in answering the exam questions. (2) giving about 2 to 3 days to the students to conduct a learning center, namely the concentration of learning on materials that have not been understood and understood with their respective homeroom teachers. So that later the implementation of the exam can answer well according to mutual wishes. (3) after conducting a learning center for approximately three days, then the students answer the exam questions in the exam room according to the discipline that has been made and announced by the chairman of the exam committee through deliberations with the *Masyayikh* TMI Al-Amien Prenduan. For approximately 12 days according to the exam material schedule. (4) the students collect the answer sheet from the exam supervisor then the supervisor is handed over directly to the exam committee and then gives to the *maddah* teacher. (5) the teacher conducts a manual assessment which is then entered by the person in charge of the score into the school administration system or even the teacher can also directly input into the teacher administration system (SAG-TMI).

### Teaching and Learning Process at TMI Al-Amien Prenduan

This teaching and learning activity is usually carried out at TMI Al-Amien Prenduan for 7 hours in the classroom with a variety of subject matter consisting of three lessons, namely *diniyah* lessons, general lessons, and language lessons. *Diniyah* lessons are all kinds of Islamic religious subjects which include the *Qur'an*, *Hadish wa Ulumuhu*, *Aqidah*, *history of Islamic culture*, *Fiqh wa Ushuluhu*, education science, *kitab kuning*, and so on. General subjects, namely natural science, social science, physics, chemistry, and others. Language and literature lessons, namely Indonesian and English language and literature. The 24-hour teaching and learning process implemented at TMI Al-Amien Prenduan is shown in Table 1.

### Impact of Teacher Administration System Implementation at TMI Al-Amien Prenduan

Every educational institution that implements a policy must want a hope that has a positive impact on the institution (Hidayah 2022). No exception to the policy carried out by TMI Al-Amien Prenduan in launching the SAG-TMI website has the desire for a positive impact also for users (teachers) in improving the process of teaching and learning activities.

The existence of this ICT-based teacher administration system is to help teachers and student guardians access information quickly and accurately, provide services for teachers to increase knowledge about the use of information technology in the modern era, can make it easier for teachers in the management of teaching and learning activities at school and provide new experiences for teachers on the importance of information technology as a means to develop the potential and talents that exist in teachers (Najihah 2022).

### Tabel 1. Schedule of Daily Activities and Learning Process at TMI Al-Amien Prenduan

The positive impact in the curriculum field is the efficiency of energy and time

Hours	Activity	Responsible
02.30 – 03.15 pm	Wake up at night and Pray <i>Tahajjud</i>	Teachers and ISMI
03.15 – 03.45 pm	Pray Witr Together	Teachers and ISMI
03.45 – 04.10 pm	<i>Halaqoh Shobahiyah</i>	Teachers and ISMI
04.10 – 04.30 pm	Pray <i>Subuh</i> Together	ISMI Management
04.30 – 04.45 pm	Reciting the <i>Qur'an</i> Together	ISMI Management
04.45 – 05.30 pm	Learning Extracurricular materials (Speech Practice, Memorizing the <i>Qur'an</i> etc.)	ISMI Management
05.30 – 06.00 pm	Intracurricular study preparation (bathing, eating, etc.)	Teachers and ISMI Management
06.00 – 07.00 pm	The Students go to School	The Principal and teachers
07.00 – 12.20 pm	ICT-based learning of Intracurricular materials (Islamic science, state of science and other sciences)	Div. Teacher, Homeroom Teacher and Education Teacher
12.20 – 13.00 pm	Preparation and Praying <i>Dzuhur</i>	ISMI Management
13.00 – 14.30 pm	Lunch and study Development Materials	Div. ISMI Teaching and MPO
14.30 – 15.15 pm	Praying <i>Ashar</i> Together and Reciting <i>Al-</i>	ISMI Management
15.15 – 16.00 pm	Students' preferred program	ISMI Management
16.00 – 18.30 pm	Preparation, Study, <i>Maghrib</i> Prayer	ISMI Management
18.30 – 19.00 pm	Praying <i>Isha'</i> Together and Reading the	ISMI Management
19.00 – 21.00 pm	Dinner and Evening Study Together	Homeroom teacher
21.00 – 02.30 pm	The Students Sleep at Night (Some students are in charge of guarding the hut at night)	Teachers and ISMI Management

in making all elements of learning tools such as learning schedules, making lesson plans and syllabuses, student attendance, and all data and information on TMI Al-Amien students which are more accurate by running automatically. This is as stated by ustadz ridho; that with the existence of SAG-TMI, teachers are facilitated to report all teaching activities properly, especially for him in making and uploading data related to the learning process, namely lesson plans, syllabi, semester programs, and annual programs.

In addition, there are also positive impacts that occur in the field of self-development, namely: increased enthusiasm for teaching students because there is very good support from the school by creating a web. SAG-TMI, the learning value of the students is greatly improved because there is a renewal of the teacher's teaching method applied to the students. Meanwhile, in the field of assessment, the impact is that the student's test scores are better because all grades are inputted by teachers who can also be accessed directly by parents at home. Thus the students are competing to produce the best test scores for themselves.

## CONCLUSION

From some of the descriptions above, the author can conclude as follows: First, the implementation of the ICT-based teacher administration system at TMI Al-Amien Prenduan is in three fields, namely the curriculum, teacher self-development, and assessment of the learning outcomes of the students. Second, the impact of the implementation of the ICT-based teacher administration system at TMI Al-Amien Prenduan is that parents can monitor directly online the progress of their sons' learning outcomes, helping principals and teachers to evaluate the teaching and learning process that has been carried out with their students and making it easier for stakeholders to understand and know the track records of students in the TMI Al-Amien Prenduan environment either before or after becoming alumni.

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