



Optimization of Services Basic Education Data (Dapodik)

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ABSTRACT

The Basic Education Data (DAPODIK) is a data collection system managed by the Ministry of Education and Culture that contains data on educational institutions, students, educators, educational staff, and educational content, with data sourced from educational institutions that is continuously updated online. The purpose of this study is to analyze and understand how the Basic Education Data (DAPODIK) service is provided at the Education Office of Majalengka Regency. This study uses a qualitative method. The study found that the lack of waiting areas often leads to congestion among service users. The Basic Education Data (DAPODIK) service lacks Standard Operating Procedures (SOP), inadequate service implementation, and a manual complaint system that requires a significant amount of time and does not provide an estimated timeframe for resolving user issues. From the research findings, it can be concluded that the Basic Education Data (DAPODIK) service at the Majalengka Regency Education Office is not operating at its full potential.

INTRODUCTION

The Basic Education Data (DAPODIK) is a data collection system managed by the Ministry of Education and Culture that contains data on educational institutions, students, educators, educational staff, and educational content, with data sourced from educational institutions that is continuously updated online (Ministry of Education and Culture Regulation No. 79, 2015). The use of technology in administrative activities for specialized services such as education is useful for meeting the needs of students so that learning activities can be supported to achieve objectives effectively and efficiently (Rifai Ahmad, 2019).

Education is the main pillar to create quality human resources. Studying knowledge is not enough only in the lecture hall, students are required to be able to apply and devote knowledge to society. Research activities are a means for students to learn to implement the science and theory that has been obtained in college.

This study was conducted in one of the regencies in West Java, specifically in Majalengka Regency. Its capital is Majalengka District. The district is located 95 km northeast of Bandung City and 56 km from Cirebon City. Majalengka District possesses significant natural resources with great potential for development, such as Mount Ciremai, Panyaweyan Hill, the Petilasan Prabu Siliwangi tourist site, the Argalingga tea plantation, and others.

These tourist destinations offer potential for increasing local revenue (PAD) through the development of nature tourism, agrotourism, and ecotourism, while also being utilized as a source of learning based on local excellence for students (Aripin Ipin & Yulianti Diana, 2018). The Education Department can collaborate with the Agriculture Department or the Tourism Department using data from DAPODIK and agricultural sector data to develop agrotourism programs involving schools.

According to Majalengka Regent Regulation Number 69 of 2021 concerning the Position, Organizational Structure, Main Duties, and Functions of Regional Departments within the Majalengka Regency Government, Chapter II states that the Education Department is the implementing body for government affairs in the field of education under the authority of the region, led by a department head and positioned under and accountable to the Regent through the Secretary of the Regency. The Education Department carries out functions including: formulating policies in the field of education, implementing policies in the field of education, conducting evaluations and reporting in the field of education, administering departmental affairs in the field of education, and performing other functions assigned by the Regent in accordance with its duties and functions (Majalengka Regent Regulation No. 69, 2021).

The Majalengka Regency Education Office is located on Jl. KH Abdul Halim Majalengka No 233 Majalengka. Before the implementation of Regional Autonomy, in Majalengka Regency there were two institutions that managed education issues, namely the Education Office which managed Elementary Schools (SD) and the Ministry of Education and Culture which managed from the kindergarten level to high school. In April 2001, along with the

implementation of Regional Autonomy, the agency was merged into one under the name of the Education and Culture Office. After that, in 2004, along with the change in the Organizational Structure and Governance (SOTK), the Education and Culture Office changed its name to the Education Office. In 2006 the name of the Education Office changed again to Disdik Budpora (Education, Culture, Youth and Sports Office). Three years later, precisely in January 2010 until now, the term Disdik Budpora changed its name to the Education Office. This happened due to changes in the Organizational Structure and Governance (SOTK). The organizational structure of the Majalengka Regency Education Office, consists of: 1) Head of Service, 2) Secretariat (General and Personnel Sub-Division, Finance Sub-Division, and Functional Position Group), 3) Early Childhood Education and DIKMAS Sector, 4) Elementary Sector, 5) Junior High School Sector, 6) GTK Sector.

LITERATURE REVIEW

As one of the stakeholders in the education sector, the Ministry of National Education (Kemendiknas) seeks to provide an information system that includes school profile data throughout Indonesia. This data is expected to be used by various parties, including local government agencies, education offices, schools, and the general public. Therefore, schools under the auspices of the Ministry of Education and Culture (Kemendikbud) are required to use the Dapodik System (Basic Education Data) to facilitate the management of student and educator data. The implementation of the Dapodik system has been successfully implemented in various schools under the Ministry of Education and Culture (Nurhalijah, 2020)

Based on research conducted by Widanti Ni Putu Trika (2022) on Cooperative Education Units, titled Implementation of the Policy of Interdependence of Facts and Values in the Process of Entering Basic Education Data (DAPODIK) at the Green School Bali Cooperative Education Unit School, it was found that the use of Basic Education Data (DAPODIK) in the administration of school facilities and infrastructure at the Green School Bali Cooperative Education Unit School supports the administration of school data collection through the DAPODIK data input system.

Errors in data input will affect the distribution of facilities and infrastructure for Cooperative Education Units such as Green School Bali. The Education Department cannot directly ascertain the actual conditions of schools, as occurred in Bilato Subdistrict, because data from DAPODIK is only submitted by school operators to the central office without field verification. As a result, schools that should receive assistance in the form of classroom repairs are not included in the assistance program. Therefore, a review is needed to ensure that the Basic Education Data (DAPODIK) can have an impact on the quality of education in Indonesia. Although the quality of the system does not have a significant influence on the impact of individuals or the quality of service, the existence of the Dapodik Information System still contributes to improving individual performance, such as school operators who are more effective and efficient in carrying out their duties after using the system (Yunis et al., 2017)

Qualified human resources are influential in managing digital platforms to improve the quality of public services, and the digitization of public services can be carried out more efficiently to meet the needs of DAPODIK service users (Khumayah Siti et al., 2024). In addition, the attitudes and disciplinary behavior of employees must be in accordance with the regulations or policies and procedures established by the organization (Rahmayanti et al., 2025).

RESEARCH METHODOLOGY

This study uses a qualitative descriptive methodology, through moderate participation observation, in-depth interviews with individual and group subjects, with the aim of revealing the role of agents of change in a problem, documentation studies, and literature studies. The focus of this study is to identify the quality of Basic Education Data (DAPODIK) services. The data collection method in this study was carried out using purposive sampling techniques. Informants were selected subjectively based on the assumption that individuals with relevant issues were necessary for the research (Sugiyono, 2022).

This study utilized both primary and secondary data sources. Primary data was obtained through moderate participation observation and interviews to gather information on the quality of service of the Basic Education Data (DAPODIK) at the Education Office of Majalengka Regency. Primary data collection methods were obtained through direct interviews with stakeholders involved in DAPODIK service activities, namely DAPODIK service officers in Majalengka District. Secondary data were obtained from various DAPODIK journal references.

RESULTS AND DISCUSSION

Based on research conducted by the Planning, Evaluation, and Reporting Subdivision (PEP) of the Majalengka Regency Education Office in the Planning, Evaluation, and Reporting Division, the author found a problem or obstacle, namely "suboptimal service of Basic Education Data (DAPODIK)." This issue remains an ongoing problem, as indicated in a letter from the Ombudsman of the Republic of Indonesia regarding the results of the 2021 public service standard compliance assessment. The Education Office received a score of 40.36, classified as low compliance. One of the public services provided by the Education Office, particularly within the Planning Subdivision, is the Service of Basic Education Data (DAPODIK).

No.	Item / Pertanyaan	Skor
1.	Ketersediaan Layanan	100.00
2.	Kualitas Pelayanan	100.00
3.	Kecepatan Pelayanan	100.00
4.	Kejelasan Informasi	100.00
5.	Kejelasan Biaya	100.00
6.	Kejelasan Waktu	100.00
7.	Kejelasan Tempat	100.00
8.	Kejelasan Cara	100.00
9.	Kejelasan Biaya	100.00
10.	Kejelasan Waktu	100.00
Total Skor Rata-rata		88.00

Figure 1. Compliance Rating of Public Services Provided by the Majalengka Regency Education Office

The background to this problem is caused by various factors, ranging from the application managed by school operators sometimes experiencing several obstacles, including incomplete documents that must be entered into the school's DAPODIK application and heavy internet traffic when sending data, resulting in suboptimal management of DAPODIK. This requires handling by DAPODIK operators at the district level. Limitations in facilities and infrastructure for complaint services have led to a backlog of users seeking to report issues related to the school DAPODIK application. Additionally, the absence of Standard Operating Procedures (SOPs) for DAPODIK services results in unclear estimates of the time required to resolve each complaint. In order to organize and manage the national education system, the Ministry of Education, Culture, Research and Technology needs to develop and implement a national education information system that contains an education database based on information and communication technology, to realize a relational education database so that it is able to produce data for each educational entity, as well as accommodate and integrate all data generated from data collection activities, It is necessary to design the Basic Educational data.

The negative impact of suboptimal DAPODIK services is that public or user satisfaction is not fully met, thereby creating a negative image of government agencies and civil servants (Rahmatika Fazri, 2022). The Basic Education Data (DAPODIK) is used as a reference for the Ministry of Education and Culture's programs, therefore, if a school does not fill in the Basic Education Data (DAPODIK), that school will not receive assistance, including the Education Unit Operational Assistance (BOSP) fund which is a government initiative to increase access to quality education, especially for students from underprivileged families, as part of efforts to support the completion of the nine-year compulsory education program, teacher allowances, assistance for school facilities and infrastructure, and all the benefits and functions described above if DAPODIK is

filled in, because the school is not registered with the Ministry of Education and Culture (Anshorulhad Aam, 2025).

The government needs to conduct direct verification in the field to ensure the accuracy of the data inputted into the Dapodik system. There are still often discrepancies between the recorded data and the real conditions in the field, which has the potential to harm the beneficiaries. For example, conceptually, the Education Unit Operational Assistance Program (BOSP) is intended for students from underprivileged families. However, in practice, there are still students from the poor who have not received adequate education services. This discrepancy is contrary to the main objectives of the BOSP program, so it needs to be reviewed and improved so that its implementation is in accordance with the goals that have been set.

The success of the Education Office in improving access, quality, and governance of education is supported by policies, the quality of human resources, adequate infrastructure, and the role of the community and the business world. However, challenges such as educational disparities between regions, high dropout rates, and suboptimal use of technology remain (Ma'ruf Umar, 2024).

From the findings of the problem in accordance with the Law of the Republic of Indonesia Number 25 of 2009 concerning Public Services Solving public service problems requires the role of the government through policies, the quality of human resources, adequate infrastructure, and the role of the community and the business world (DPR RI, 2009).

According to Zeithmal-Parasurman-Berry (1990) in the book *Public Administration Theory* (Pasalong Harbani, 2017), to determine the quality of service actually experienced by consumers, there are indicators of consumer satisfaction based on five dimensions of service quality according to what consumers do, including tangibles, reliability, responsiveness, assurance, and empathy.

The five dimensions of service quality are: (1) Tangibles, which are the physical aspects of service quality, such as office facilities, computerized administration, waiting rooms, and information centers. Based on field findings, there is evidence that the implementation of the Basic Education Data (DAPODIK) service still lacks waiting room facilities, often causing a buildup of service users. Additionally, the heavy internet traffic during data transmission, (2) Reliability refers to the ability and reliability to provide trustworthy services. Based on field findings, the reliability of staff in providing trustworthy services is already optimal. This is evidenced by the resolution of various issues within the scope of the Basic Education Data System (DAPODIK). However, the reliability of school DAPODIK operators still needs to be improved to enhance their mastery of the DAPODIK application. (3) Responsiveness is the ability to assist and provide services quickly and accurately, as well as respond to consumer needs. DAPODIK services currently lack Standard Operating Procedures (SOPs) and are implemented manually, resulting in significant delays in addressing user issues. Therefore, the Education Department must establish Standard Operating Procedures (SOPs) for DAPODIK services and maximize the use of technology

to enhance efficiency and optimize service delivery. (4) Assurance is based on field findings indicating that service quality in terms of assurance is not yet optimal due to the absence of Standard Operating Procedures (SOPs) for DAPODIK services, making it impossible to guarantee estimated resolution times for related issues. (5) Empathy is demonstrated through a firm yet attentive attitude toward customers. Based on the findings obtained in the field, the empathy of the staff is already optimal and is supported by the provision of drinking water for the community or service users while waiting.

Table 1. Dapodik Service Standards

Completion Period	Fees/Rates	Facilities	Implementing Competencies	Number of Implementers
One working day	No fees	1. Computer/Laptop 2. Printer 3. Office stationery 4. Internet network	1. Minimum S1 education 2. Mastering computer operation 3. Mastering data processing using computer programs	One person

Based on the DAPODIK service table standards, the completion time is aimed to resolve issues on the day of the complaint or within one working day. DAPODIK services do not require any fees to be paid by service users, and the facilities and competencies of DAPODIK service providers in the planning subdivision are adequate. However, there is still a need to increase the number of DAPODIK service providers who meet the required competencies. Service management implementation needs to be carried out to improve the quality or fulfillment of DAPODIK operator competencies (Azizah Nur Feby, 2024).

The fulfillment of minimum service standards needs Dapodik to continue to be improved, because in Dapodik there are various data that function as a support for improving the quality of education in Indonesia. DAPODIK is used to capture all data related to school institutional and curriculum data, student data, teacher and employee data, as well as data on facilities and infrastructure of each school throughout Indonesia. This can help realize the ideals of national education, until now the Government is still faced with various problems, both internal and external problems, such as the level of quality of educators who have not met quality standards, school facilities that are still inadequate and the limited education budget provided by the government, in addition to internal factors that are the most difficult challenges for the Indonesian nation in the era Globalization in the 21st century is how to prepare intelligent, superior and

competitive Human Resources. Only with intelligent, superior and competitive human capital will a nation be able to partner and compete at the global level.

One of the benchmarks of a country's progress lies in the achievement of its Human Resources development. Education is even the main aspect for countries that want to develop and master technology. Every country has a responsibility to educate its people, including Indonesia. This is reflected in Article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia which states that every citizen has the right to receive education in order to develop their potential to the maximum. To realize this mandate, the government has established Law Number 20 of 2003 concerning the National Education System as the legal basis in the implementation of education in Indonesia.

CONCLUSION AND RECOMMENDATION

The results of research on basic education data services at the Majalengka District Education Office found that the suboptimal DAPODIK services at the Majalengka District Education Office were caused by the poor quality of human resources as school DAPODIK operators, who lacked proficiency in the system, resulting in data being entered carelessly. the application managed by school operators sometimes faces several challenges, including incomplete documents that need to be entered into the school DAPODIK application and heavy internet traffic during data transmission, resulting in suboptimal management of DAPODIK. This requires intervention from DAPODIK operators at the district level. Additionally, inadequate waiting areas often lead to congestion among service users. Furthermore, there is no Standard Operating Procedure (SOP) for DAPODIK service, making it impossible to guarantee an estimated time for resolving the aforementioned issues. Checking, monitoring and intervention of the validity of the Basic Education Data (DAPODIK) is carried out by stakeholders. The benefits of Dapodik are of high quality and in accordance with the needs of stakeholders. This is done for quality checking, quality control, data intervention, and planning instruments.

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ADVANCED RESEARCH

Further study is recommended to explore effective strategies for improving the quality and reliability of DAPODIK data services at the Majalengka District Education Office. Future research could focus on the development and implementation of standardized training programs for school-level DAPODIK operators to enhance system proficiency and data accuracy. Additionally, studies should investigate the impact of infrastructure improvements, such as optimized internet access and adequate service facilities, on service efficiency. The absence of a Standard Operating Procedure (SOP) also highlights the need for further research into designing and institutionalizing SOPs to ensure timely and consistent issue resolution in DAPODIK service delivery.

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