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Academic Information Systems Management at IAIN Curup

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A B S T R A C T

Academic Information System (AIS) is an important element in supporting efficient, structured, and transparent academic data management in higher education institutions, including Islamic Religious Colleges (IRU). This study aims to analyze the AIS management strategy at the State Islamic Institute (IAIN) Curup in four main dimensions, namely planning, implementation, evaluation, and follow-up. The research method used is qualitative with a case study approach. Data were obtained through in-depth interviews, direct observation, and documentation of 50 informants consisting of heads of study programs and administrative staff from various faculties. The results of the study indicate that there are still weaknesses in strategic planning, uneven implementation in terms of infrastructure and human resource competencies, and an evaluation process that is not yet based on standardized performance indicators. On the other hand, the follow-up to the evaluation is still partial and less systematic. These findings emphasize the need to optimize the AIS management system through a data-based approach and integration between human, technology, and process components. This study provides a strategic contribution to the development of a more responsive and adaptive AIS in the IRU environment.

Keywords: *Academic Information System, Education Management, IAIN Curup, Evaluation, Follow-up*

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INTRODUCTION

The Academic Information System (AIS) is an important foundation in the management of higher education in the era of digital transformation. AIS is an information technology-based application designed to facilitate data management and academic processes electronically. This system includes functions ranging from student registration, preparation of lecture schedules, grade input, to financial administration and academic data reporting. With AIS, higher education institutions can carry out academic processes more effectively, efficiently, and transparently (Azizah, 2023). This digitalization is not only the demand of the times, but also a means of increasing the competitiveness of educational institutions in the midst of globalization.

The implementation of AIS basically aims to reduce reliance on manual processes that are prone to errors and inefficiencies. This system provides convenience in terms of real-time data access, academic process automation, and service speed for students and lecturers. The existence of AIS has a significant impact on improving institutional performance, because it can be used as a tool in data-based decision-making (Rahmawati, 2024). With an integrated system, the management of educational institutions can track students' academic progress and identify problems faster.

Key features in AIS include online registration, curriculum management, assessment systems, academic reporting, and attendance monitoring. The system also allows synchronization with digital library systems, finance, and even alumni tracking systems. This creates a technology-based education ecosystem that supports work efficiency and improves service quality. In addition, AIS also facilitates reporting to external institutions such as BAN-PT in the context of accreditation of institutions and study programs (Kurniawan, 2023). However, in the context of Islamic Religious Universities (IRU) such as IAIN Curup, the

application of information technology is not only seen from the technical side, but must also be studied from the perspective of Islamic values. The management of academic information systems must be based on sharia principles such as trust, justice, and transparency. This is in line with the values listed in the Qur'an, one of which is in Surah An-Nisa verse 58, which calls for the importance of conveying the mandate to those who have the right and deciding all matters fairly (Hidayat, 2022).

In this context, fair and trustworthy management of academic information includes ensuring the accuracy of student data, confidentiality of academic scores, and openness in the academic evaluation process. As an Islamic institution, IAIN Curup has a moral responsibility to ensure that the technological system applied does not violate Islamic principles. Therefore, the digitalization process should not be solely oriented towards efficiency, but also on blessings and justice in education management (Mansur, 2023).

Although the potential of AIS is very large, in practice there are still many challenges faced, especially in the IAIN Curup environment. Based on the results of initial observation and analysis, it was found that there was no structured long-term strategic plan for the development of AIS. Institutions do not yet have a clear information technology roadmap so that system development tends to be reactive and unsustainable (Yusuf, 2023).

This certainly has implications for the low effectiveness of the system in the long term. Apart from the planning side, technical problems are also a significant obstacle. Limited technology infrastructure such as servers, internet bandwidth, and adequate hardware often cause the system to be slow and unresponsive, especially during peak times such as the beginning of the semester or KRS charging. The performance of this suboptimal system has a direct impact on user satisfaction, both from students, lecturers, and administrative staff (Amaliah, 2023). Another problem that is no less important is the lack of training and capacity building of human resources who manage the system. Some administrative staff do not have adequate digital competencies to operate and utilize AIS features optimally. As a result, the system that should be a tool actually becomes an additional workload because it is not used properly. This low digital literacy exacerbates the inequality in the use of the system between work units within the institution (Fadillah, 2024).

The researcher also found that the evaluation and monitoring system for the performance of AIS has not been carried out in a structured and sustainable manner. The absence of key performance indicators (KPIs) used to assess the effectiveness of the system makes system improvements undirected. The evaluation process tends to be incidental and does not produce feedback that can be used as a basis for system improvement (Azizah, 2023).

One of the impacts of weak evaluation and system management is the emergence of inequality in the use of AIS between study programs. Some study programs have successfully integrated AIS into their daily academic activities, while others still face major obstacles. This inequality can give rise to a sense of injustice among users, and cause a negative perception of the professionalism of the institution as a whole (Rahmawati, 2024).

Complaints from students related to slow system access, grade data errors, and delays in administrative services are clear indicators that AIS is still far from optimal. The low quality of academic services has an impact on the decline in user satisfaction and ultimately has the potential to affect the reputation of the institution. In the long term, this can reduce public trust in the quality of education at IAIN Curup (Hidayat, 2022).

To answer these challenges, a comprehensive AIS development strategy is needed. This strategy must include technical, managerial, and Islamic values that are the hallmarks of IRU. An approach based on information system management, by adopting systems theory, can be used as a basis in formulating the strategy. This theory emphasizes the importance of the interconnectedness between humans, technology, and processes in achieving effective system goals (Kurniawan, 2023).

Furthermore, education management theory also provides a framework for more systemic policy-making in the development of information technology. With data-driven strategic planning, institutions can identify strengths, weaknesses, opportunities, and threats

in the AIS system. This allows institutional leaders to make evidence-based policies and encourage innovation in academic management (Mansur, 2023).

Previous studies have focused mostly on the technical aspects of AIS development, and few have highlighted the managerial aspects and Islamic values in its application. Therefore, this study is important as a scientific contribution that seeks to fill the literature gap and provide applicable recommendations for the development of academic information systems within IRU. A balanced approach between system efficiency and the integrity of Islamic values is expected to be able to produce relevant and sustainable solutions (Yusuf, 2023).

In conclusion, the management of the Academic Information System at IAIN Curup is a challenge as well as a great opportunity in order to improve the quality of Islamic education in the digital era. Synergy is needed between strengthening infrastructure, increasing human resource capacity, and institutional commitment to make AIS a trustworthy, fair, and professional instrument. With a holistic approach that includes Islamic values and modern technology, it is hoped that the academic information system can function optimally to support the transformation of higher education for the better (Fadillah, 2024)

Digital transformation in the world of education has placed the Academic Information System (AIS) as the main component in the integrated management of academic administration and data. AIS plays a role in supporting various important functions such as student registration, lecture scheduling, grade management, and graduation administration. The existence of this system not only simplifies the academic process, but also increases the efficiency, accuracy, and transparency of higher education services (Suhirman, 2023).

In the context of Islamic Religious Universities (IRU), the development and implementation of AIS is faced with complex challenges, especially in aligning technological advances with Islamic values. IAIN Curup as one of the IRU institutions has a vision to integrate information technology in educational governance based on Islamic values. However, the phenomenon that occurs in the field shows that the implementation of AIS management still faces various obstacles, such as weak strategic planning, limited infrastructure, low digital literacy of staff, and a lack of systematic evaluation and follow-up (Suhirman, 2023). This phenomenon is strengthened by the results of observations that show that there is an imbalance in the effectiveness of the use of AIS between study programs. Some study programs are able to utilize the system optimally, while others experience significant obstacles both technically and managerically. The mismatch between system data and reality, service delays, and low user satisfaction reflect the need for reformulation in the management of AIS (Suhirman, 2023).

This problem is important to be studied in depth considering that AIS is not only an administrative tool, but also a representation of the professionalism of the institution. Therefore, this study aims to explore the management of AIS at IAIN Curup through a holistic approach that includes the dimensions of planning, implementation, evaluation, and follow-up. This study draws on systems theory and education management to explain how the integration of people, technology, and processes can create systems that are responsive and adaptive to the needs of institutions.

Furthermore, this study also fills the literature gap, where most of the previous research focused more on the technical aspects of information system development, while the managerial and evaluative aspects are still not much touched (Suhirman, 2023). Thus, this research not only has theoretical value in the development of technology-based education management science, but also practical relevance in improving the quality of Islamic higher education governance in the digital era.

METHOD

Types of Research and Research Subjects

This study uses a qualitative method with a case study approach to understand the management and evaluation of Academic Information Systems (AIS) at IAIN Curup. This study aims to identify AIS optimization strategies to be more effective in supporting academic

administration. This research involved 50 subjects consisting of study program heads and administrative staff from 25 study programs in various faculties. The purposive sampling technique is used to select informants who have direct relevance and practical experience in AIS management.

The research subjects came from the Faculty of Tarbiyah, Sharia and Islamic Economics, Ushuluddin, Adab and Da'wah, as well as Postgraduate and Doctoral programs. The head of the study program provides strategic insights on the implementation of AIS, while the administrative staff conveys daily technical and operational views. The selection of subjects from various levels and study programs is intended so that the research includes a broad perspective on the implementation of AIS.

Place, Time, and Data Source

The research was carried out at IAIN Curup, Rejang Lebong, Bengkulu, for four months (November 2024 – February 2025) through the stages of preparation, data collection, analysis, and report preparation. The types of data collected are qualitative and descriptive, consisting of primary data from interviews and observations, as well as secondary data from institutional documentation.

Data Collection Techniques

Interviews are used to explore the subject's understanding of AIS management's planning, implementation, evaluation, and follow-up. The interview guide is structured based on AIS management components such as student enrollment, scheduling, curriculum management, and reporting. Documentation is used to verify interview and observation information, including policies, evaluation reports, and statistical data on the use of the system. Observations were carried out to directly assess user interaction with the system and the effectiveness of its implementation in the field.

Data Analysis and Validity

Data analysis was carried out using an interactive model from Miles, Huberman & Saldana, which included the collection, reduction, presentation and drawing of conclusions on a repetitive basis. Coding is carried out to group data according to themes such as challenges, effectiveness, and solutions in AIS management. The validity of the data is maintained through triangulation of sources (interviews, observations, documentation) and verification of informants, to ensure that the data collected is accurate and representative of the reality on the ground. The results of the study are expected to provide strategic recommendations to improve the efficiency and effectiveness of AIS at IAIN Curup.

FINDINGS AND DISCUSSION

This research aims to explore and analyze the management of Academic Information Systems (AIS) at IAIN Curup which is focused on four aspects: planning, implementation, evaluation, and follow-up. Data were obtained through in-depth interviews, field observations, and supporting documentation, with Miles and Huberman's analysis method involving data reduction, data presentation, and systematic conclusion drawn.

Academic Information System Planning at IAIN Curup

AIS management planning at IAIN Curup began with a coordination meeting between the head of the study program, administrative staff, and the information technology unit. In this stage, the preparation of lecture schedules is carried out using a system simulation, which allows for efficient lecture time management and minimizes schedule conflicts. In addition, student data management policies such as KRS and KHS are also considered to be in line with the academic calendar. The results of the interviews show that most study programs already have SOPs in the use of AIS, although there are still some study programs that have not been well documented. In this planning, there is a need to develop a roadmap for the development of AIS more strategically so that the system can answer the dynamics of academic needs in the future.

Implementation of Academic Information Systems at IAIN Curup

The implementation of AIS runs through a centralized system managed by the academic department with technical support from the IT team. The study program actively inputs and verifies student data, lecture schedules, grades, and graduation status. In practice, value management is carried out online with a layered checking feature, thereby reducing input errors. The implementation process also shows the active involvement of study program staff in synchronizing academic and administrative data, including printing documents accessed directly from the system. However, there are technical obstacles faced in the field, such as limited internet networks and uneven training of system users. Some study programs complained that technical services were not optimal when there was a disruption, so it needed to increase IT support and strengthen the capacity of human resources.

Evaluation of Academic Information Systems at IAIN Curup

The evaluation of AIS management is carried out periodically by each study program and academic section. The evaluation is focused on five main aspects: lecture scheduling, filling out KRS/KHS, grade input, graduation process, and academic data services. The results of observations show that the use of evaluation indicators still varies between study programs, and there is no unified standard. Field findings indicate that most of the evaluation constraints arise from delays in data filling and input inconsistencies that cause the accuracy of academic reports to be compromised. Even so, there is awareness from all parties that periodic evaluation is an important part of improving the quality of academic services. Therefore, a clear and integrative performance indicator-based evaluation system between work units is needed.

Follow-up of Academic Information System Evaluation Results

The follow-up of the evaluation results is carried out by improving the system based on user input and reports of technical obstacles found. Several study programs have begun to improve the features of AIS services, such as adding automatic notifications, speeding up the value validation process, and providing retraining for system operators. In addition, the integration between the AIS system and other parts such as finance and libraries is part of the future development strategy. Other concrete steps are the preparation of user manuals, increasing server capacity, and the formation of a monitoring team to monitor the implementation of AIS in each study program. This follow-up aims to make the academic management process more accurate, fast, and structured, as well as encourage a work culture that is more adaptive to information technology developments.

Discussion

The findings of this study show that the management of AIS at IAIN Curup has been running quite well, although it still faces several challenges, especially in evaluation and follow-up. If associated with George R. Terry's management theory, aspects of planning, implementation, evaluation, and control are the main cornerstones in optimizing the system. Systemically, these results are also in line with the principles in Systems Theory, where the synergy between humans, technology, and processes greatly determines the effectiveness of information systems. Therefore, to achieve optimal academic services, consistency in implementation and continuous improvement are needed through objective evaluation and responsive follow-up.

CONCLUSIONS

This study concludes that the optimization of Academic Information System (AIS) management at IAIN Curup has been carried out through a holistic approach that combines technology, collaboration between units, and strengthening human resources. The planning and implementation of AIS is focused on efficiency, transparency, and responsiveness to user needs through features such as schedule simulation, automated value validation, and data-driven reporting. The evaluation shows that although the system has made a positive impact, challenges such as input delays and infrastructure limitations still need to be addressed. Follow-up is carried out with feature improvements, regular training, and improved cross-unit coordination, which has an impact on improving user satisfaction and the effectiveness

of academic services. Based on these findings, it is recommended that study programs be more active in utilizing AIS features, improving digital literacy, and strengthening synergy with the IT team. Institutions also need to guarantee infrastructure support and provide sustainable policies in system development. For future researchers, it is recommended to develop an evaluation model that integrates technical, managerial, and user experience aspects, and explore technologies such as AI to enrich the functioning of the system. The implications of this study show that good AIS management can increase the efficiency, accuracy, and adaptability of institutions in dealing with the dynamics of higher education. These findings can be a reference for other institutions in developing academic information systems that are more effective, collaborative, and oriented towards improving the quality of educational services.

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