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## ORGANIZATIONAL CULTURE ANALYSIS AND MANAGEMENT INFORMATION SYSTEMS IN EDUCATIONAL ENVIRONMENTS

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### **Abstract**

Educational institutions as part of the organization certainly have differences when compared to other institutions, this reflects that educational institutions also have an organizational culture that is not the same as other institutions. Even other institutions that are both engaged in education will have their own organizational culture. All these differences occur due to differences in the viewpoints of leaders and members of the organization in determining the vision and mission and goals of the organization, besides that differences can also occur because of customers from different organizations. Organizational culture is a picture that distinguishes an organization from other organizations. Organizational culture is formed from habits, traditions and general ways of doing something that already exists in an organization is closely related to what has been done before and to the success rate of the organization with its efforts (Suparta & Sintaasih, 2017: 116). Organizational culture is influenced by various elements, such as members of the organization who are at the forefront of managing the organization, organizational leaders with policies in determining a decision, internal factors determined by the activities or products of the organization, external factors such as the environment and society, and other influences that form a habit of the organization in solving problems to achieve goals organization. The goal to be achieved by educational institutions is of course the product or output in the form of quality graduates. To achieve this goal, educational institutions are not enough just to develop organizational culture management but must be supported by an effective and efficient work system. The purpose of system support here is that schools also need an educational information system or often we know as SIMDIK (Education Management Information System). SIMDIK is a complete web-based enterprise application for school administration management. The management carried out by SIMDAK starts from the admission of new students (PPDB), data collection (students, teachers, subjects, lesson schedules, etc.), operational teaching and learning activities (including eLearning modules), financial management, to reporting. Ideally, educational institutions in Indonesia have implemented information systems in the world of education (Simdik). The use of educational information systems is something of urgency in an effort to accelerate the quality of education that is useful for the implementation of operations and management of educational organizations. Information technology can support the learning process, adopt learning patterns that are easier, quickly have added value and are innovative in finding new formulation to provide additional knowledge and skills for both teachers and students.

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**Keywords:** *Organizational Culture, Information Systems, Education Management*

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## **Introduction**

### **A. Definition and Concept of Organizational Culture**

In people's lives, culture always appears in all aspects of life, including family, organization, business and nation. This aspect is a differentiator of one society from another. Some examples where culture plays a role as a differentiator are ways of communicating and acting in completing a job. This is because culture has a binding nature so that it unites the views of a group of people, which have different characteristics, into one uniform way of behaving and acting. Culture will always be formed over time in an organization. Furthermore, culture has a contribution in the effectiveness of an organization as a whole and also for its members. According to Wirawan (2016;10) organizational culture is defined as norms, values, assumptions, beliefs, philosophies, organizational habits, and so on (the content of organizational culture) developed over a long time by founders, leaders, and members of the organization that are socialized and taught to new members and applied in organizational activities so as to affect the mindset, attitudes and behavior of organizational members in producing products, serve consumers, and achieve organizational goals. Organizational culture as a characteristic found in an organization as a guideline in carrying out tasks in organizational activities, each organization has its own characteristics in carrying out its organizational activities. Organizational culture can be defined as norms and behavioral values that are understood and accepted by all members of the organization and are also used as a basis for rules of behavior in the organization. Organizational culture. Each organizational system has a different culture such as norms, values, assumptions, codes of ethics, regulations, and so on. Organizational culture governs the behavior patterns of subsystems in achieving system goals. Organizational culture also governs what the system does in the event of a conflict. Organizational culture is formed over a relatively long time, because it is sourced and can be influenced by internal culture, external culture, and large culture. "Culture has a great influence on the performance of reform, because reform is related to beliefs, values, and attitudes that are adapted and developed in the bureaucracy" (Mufarrohah: 2013).

#### **1.Characteristics of Organizational Culture**

According to Luthans (2016: 25) stated that organizational culture has a number of important characteristics, some of these characteristics include:

a. Rules of observed behavior. When members of an organization interact with each other, they use language, terms related to respect and ways of behaving.

Norms are standards of behavior, including guidelines regarding behavior in organizations.

c. Dominant value. The organization supports and expects participants to share key values such as high product quality, and high efficiency.

d.Philosophy. There is wisdom that shapes an organization's beliefs about how employees and/or customers are treated.

e.Rules. There are strict guidelines related to the company's achievements. Newcomers must learn existing techniques and procedures in order to be accepted as members of a growing group.

f. Organizational climate. It is the whole delivered with new arrangements that are physical, the way participants interact, and the way members of the organization relate to customers and individuals from outside.

#### **2.Organizational Culture Indicators**

Robbins (2016: 63-64), stated that there are several indicators that describe the culture of an organization, each of these indicators is as follows:

Innovation and risk-taking, meaning the extent to which employees are encouraged to be innovative and dare to take risks.

Attention to detail, meaning the extent to which employees are expected to show accuracy, analysis, and attention to detail or detail. Results orientation, meaning the degree to which management focuses on results rather than on the techniques and processes used to achieve those results. People orientation, meaning the extent to which management decisions take into account the effect of results on people in the organization. Team orientation, meaning the extent to which work activities are organized based on teams, not based on individuals. Aggressiveness, meaning the extent to which people are aggressive and competitive rather than casual. Stability, meaning the

extent to which an organization's activities emphasize maintaining the status quo rather than growth.

### 3.Functions of Organizational Culture

The function of organizational culture according to Robert Kreitner and Angelo Kinicki in Wibowo (2010: 49) is: As an identity member of the organization, making the company recognized as an innovative company by developing new products. Organizational identity shows characteristics that distinguish it from other organizations that have different characteristics. Facilitating collective commitment, the company or organization is able to make its employees proud to be part of it. Members of the organization have a shared commitment about the norms within the organization that must be followed and common goals that must be achieved.

c. Increase the stability of the social system so that it reflects that the work environment is felt positive and strengthened, conflicts and changes can be managed effectively. With mutual agreement about organizational culture that must be lived is able to make the environment and social interactions run stably and without turmoil.

d. Shaping behavior by helping members become aware of their environment. Organizational culture can be a tool to make people sound mindful and reasonable.

## **B. Organizational Culture in Schools**

The importance of building an organizational culture in schools, especially with regard to efforts to achieve school educational goals and improve school performance. As stated by Stephen Stolp (1994) about School Culture published in ERIC Digest, several studies show that organizational culture in schools is correlated with increased student motivation and achievement as well as job satisfaction and teacher productivity. To develop organizational culture in the educational environment, especially in educational units, especially the duties of the principal as a leader and manager in the school. In this case, the headmaster should be able to see his school environment holistically, so that a broader framework is obtained to understand the difficult problems and complex relationships in his school. By deepening his understanding of organizational culture in schools, he will be even better at sharpening the values, beliefs and attitudes that are important to improve the stability and maintenance of his learning environment.

### 1.Development of Organizational Culture in Schools

By understanding the concept of organizational culture as stated above, In general, the application of the concept of organizational culture in schools is actually not much different from the application of other organizational culture concepts. Even if there is a difference, it may lie only in the type of dominant value it develops and the characteristics of its supporters. The values developed in the school, of course, cannot be separated from the existence of the school itself as an educational organization, which has a role and function to try to develop, preserve and pass on cultural values to its students. In this regard, Larry Lashway (1996) mentions that "schools are moral institutions, designed to promote social norms, The values that may be developed in school are certainly very diverse. If referring to Spranger's thoughts as conveyed by Suryabrata (1990), then there are at least six types of values that should be developed in schools.

### 2.Characteristics of Organizational Culture in Schools

The characteristics of the organizational culture of each school have their own characteristics in developing their organizational culture. These characteristics result from the purpose of the school. With reference to the thoughts of Luthan, and Edgar Schein, below will be described about the characteristics of organizational culture in schools, namely about a, obeserved behavioral regularities; b, norms; c, dominant value. d. philosophy; e. rules and f organization climate.

#### a.Obeserved behavioral regularities

Organizational culture in schools is characterized by the regularity of the way of acting from all school members that can be observed. Such as communication behavior, teacher attitude towards the duties assigned by the principal, teacher responsibility, and teacher commitment to the school.

#### b.Norms

Organizational culture in schools is also characterized by the existence of norms that contain standards of behavior from school members, both for students and teachers. This standard of

behavior can be based on the internal policies of the school itself as well as on the policies of the local government and central government. Student behavior standards are mainly related to the achievement of student learning outcomes, which will determine whether a student can be declared graduated/advanced or not. Student behavior standards are not only related to cognitive or academic aspects but concern all aspects of personality, for example religious norms, legal norms, moral norms and politeness norms.

#### c. Dominant values

Organizational culture in schools should be placed in the framework of achieving quality education in schools. Values and beliefs in achieving quality education in schools should be the main thing for all school residents.

#### d. Philosophy

Organizational culture is characterized by the belief of all members of the organization in viewing something essentially, for example about time, people, and so on, which is used as organizational policy.

#### e. Rules

Organizational culture is characterized by the existence of rules and rules of the game that bind all members of the organization. Each school has certain rules and regulations, both sourced from local school policies, and from the government, which bind all school residents in behaving and acting in the organization. General rules in this school are packaged in the form of school discipline, which contains what school residents can and cannot do, as well as provisions for sanctions, if they commit violations.

Organizational culture is characterized by the presence of an organizational climate. Hay Resources Direct (2003) suggests that: "an organization's climate is a perception of what it's like to work in a particular place" environment. It's the "workplace atmosphere" and people's perception of "the way we do things here"

Habits in an organization that are carried out repeatedly such as when communicating between teachers with teachers, students with teachers, leaders and staff can create a comfortable and uncomfortable workplace atmosphere.

### C. Management Information Systems in the Educational Environment

#### 1. Understanding Management Information System (MIS)

Understanding management information systems according to some experts is as follows:

- a. According to Gordon B. Davis, in Best, J. Roger, (2000) a management information system (MIS) is an integrated human and machine system to present information to support operations, management, and decision-making processes in an organization
- b. While Moeljodihardjo, (1992: 63) provides an understanding that management information systems are a method that produces timely information for management about the external environment and internal operations of an organization, with the aim of supporting decision making in order to improve planning and control.

#### 2. Understanding Education Management Information System (SIMDIK)

Meanwhile, if interpreted in words, the education management information system (Simdik) can be interpreted as follows:

##### 1) System

- a. A system is a set of elements that are interconnected to achieve a goal (A. Rapoport, 1997).
- b. A system is any conceptual or physical entity consisting of mutually influencing parts (L. Ackof, 1997).
- c. Systems are parts that operate together to achieve several goals (Gordon B. Davis", 1995).
- d. According to Budi Sutedjo (2002) a system is a collection of elements that are interconnected with each other that form a unity in an effort to achieve a goal

##### 2) Information

According to Gordon B. Davis, 1995, information is data that has been processed into a form that has meaning for the recipient and has real value needed for current and future decision-making processes.

b. Meanwhile, information according to Sutedjo (2002: 168) is a hasit for processing data obtained from each element of the system into a form that is easily patrami and is relevant knowledge and needed in understanding existing facts.

### **3) Management**

According to Assauri (2004: 12) said management is an activity or effort made to achieve goals by using or coordinating the activities of others.

b. The definition of management according to Malayu S.P Hasibuan (2006: 2) is: "The science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal."

### **4) Education**

a. According to the Big Dictionary Indonesian (1989), education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts (the process of actions and how to educate).

b. According to Law of the Republic of Indonesia Number 20 of 2003 Chapter I Article I paragraph (1) Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State.

From the understanding of education management information systems, both word by word and understanding according to experts, it can be concluded that education management information systems are a combination of human resources and information technology applications to select, store, process, and retrieve data in order to support the decision-making process in the field of education.

#### **2, Scope of Education Management Information System (SIMDIK)**

1) Connection and setting, School identity, school year setting, curriculum setting, database connection, and date format.

2) Student Management, Management of each student's biodata, scholarships, disciplinary cases, health data, achievement check data, student transfer (mutation), to alumni data management.

3) Academic Management, periodic test result score reports, KTSP score data, KBK score data, attendance data, guidance and counseling data, student case data, teaching plans, subject management, scheduling, and academic achievement.

4) Teacher and Employee Management, Teacher and employee biodata management, family data, education history, additional education (courses, training, seminars, workshops etc.).

5) Financial Management, Management of payment of education fees, administration of BOS (School Operational Assistance) funds and their use, additional costs, such as: practicum fees, extra fees, etc.

#### **3. Objectives, Benefits, and Added Value of Education Management Information System (SIMDIK)**

##### **1) Purpose of Education Management Information System**

The objectives of building information in the form of Education Management Information System applications are:

a. Assist all departments that play a role in the world of education by providing comprehensive information about education from elementary school to public high school or its equivalent.

b. Provide facilities so that all sections that play a role in the world of education in the province / district city can play an active role in efforts to advance education efforts.

c. Public accountability, namely by providing transparent information about policies and the use of resources allocated to the world of education.

d. Increase the knowledge of teachers and students about the world of informatics and the benefits that can be taken through several trainings.

e. Provide easy and complete access to information for educators and students regarding science and other educational information.

##### **2) Benefits of Implementing Education Management Information System**

a. The benefits obtained by schools from the education management information system, are:

-Assist schools in monitoring students' educational progress accurately and validly.

-Assist schools in improving services in the field of education to the community through fast and distributed information.

-Have a complete school database ranging from student, teacher and employee data as well as academic data, curriculum systems, administration, school assets and other related data.

-Facilitate the work of school management in all aspects from administration to finance

-Improve the image of the school widely with the impression of modern management facilities.

b. Benefits obtained by parents and students, among others:

-Students can monitor school progress from academic schedules, learning outcome problems, to teacher conditions and school situations.

-Students are increasingly proficient in the use of technology and creative in channeling students' scientific talents in various internet media facilities such as special blogs, or information media provided by the school.

Students can study anywhere and interact with the school at any time because of access to information systems that eliminate distance and space. This is also made possible by a learning system in the form of e-learning.

-Students can correspond with fellow students in their environment and even around the world.

-Students can search for scholarship info from home/abroad

-Parents can check attendance / grade list through various information technology facilities such as SMS Gateway Go To School or other applications without the need to come to school.

Parents can monitor the progress of his or her children both academic development and the child's attendance situation.

### 3) The Value of Education Management Information System (SIMDIK)

a. In accordance with JARDIKNAS (Ministry of National Education) standards, so that making reports from each school and from the Education Office can be easily and quickly submitted without having to make a re-report and without having to print reports, this is because the report format and network have been adjusted and use the concept of online synchronization.

b. Ease and speed of processing, storing, searching, reporting data and information needed.

c. Developed in an integrated manner for the needs of school academic administration.

d. The system can be adjusted to the needs of related educational institutions / institutions.

### 4. Education Management Information System Practice (SIMDAK)

According to Buford and Bedein (1998) activities or practices that can be carried out in developing management information systems, namely planning, implementation, and assessment. Management information system planning is a comprehensive description of management information which is the necessary database structuring, defining, information flow, and determining the required reports. Implementation includes activities to provide the necessary facilities, procurement of data processing equipment, and preparation and training of personnel.

Assessment is to determine the success of the management information system in achieving goals.

#### 1) Designing the SIMDIK Application

In designing and creating an education management information system (SIMDAK) must be prepared as follows:

##### a. Hardware

Consists of: computer unit, storage unit, printer unit, scan unit, modem unit, wifi unit, router unit, hub unit / switch hub.

##### b. Software

- Common software systems, operational systems and data management systems,

- Common software applications, e.g. analysis models and decision support systems,

- Application software consisting of programs specifically created for the application.

##### c. Database

In the form of files that contain programs and sub programs as storage media, manipulation, editing, and so on. Examples: Oracle, SQL Server, MYSQL, Postgre, Ms Access.

##### d. Prosedur

Handbooks, instructions, rules, such as;

- Network login preparation instructions

- User instructions

- Central user and faculty instruction

##### e. Petugas

People who are in the driver's license. Examples: computer operator, systems analyst, programmer, data entry operator, SIM manager.

## 2) Processing and Data Collection

The process of managing computer-based education management information systems, must know how the process and flow of using information in schools, namely:

- a. Data planning process, setting goals, data types and data collection time;
- b. The process of organizing data, determining the tasks and scope of data handled by the school ;
- c. The process of data collection and preparation determines methods, determines data sources and structures data collection and implementation of data collection;
- d. The data processing process determines the format of the presentation, adjusts the request for information and secures the information;
- e. The process of presenting reports, analyzing and interpreting processed data and securing the results.

## 5. Get to Know the Simdak Application

### 1) Office Applications

Word processing: The use of electronic devices that automatically carry out many of the tasks required to prepare typed or printed documents.

Electronic mail (e-mail) The use of computer networks that allow senders to store and receive messages using computer terminals and storage devices.

- Voice mail. Similar to electronic mail, but the message conveyed is in the form of voice.
- Electronic calendar. Use computer networks to store and retrieve meeting calendars, schedule meetings, etc.
- Audio conferencing. The use of voice communication equipment to establish an audio connection between geographically dispersed persons for the purpose of holding conferences.
- Video conferencing. Use of television equipment used as remote interactive classes.
- Computer conferencing. The use of computer networks that allow team members for problem solving to exchange information.

### 2)Application Program

•SISKO (Web-based School Management Information System) can be used through a web browser on computers, tablets, and smartphones, as well as in the form of an Android application, allowing you to access school data anytime and anywhere.

•SIMDIK is a complete (enterprise) web-based application for school administration management (SD, SMP, SMU, SMK, MI, MTs, MA, etc.). This software consists of two types, namely: (1) standard. It consists of administration and tuition fees, as well as master data consisting of class data, new student admissions, and student parent data. (2). complete. It consists of new student admissions, administration and tuition fees, teacher data and student grades, school finances, curriculum and teaching schedules.

•Mysister (Integrated School Information System) This school software consists of: Library / Perpustakaan software that supports digital libraries, tuition payment software, other administrative payment software, school financial software, student and teacher database software, BP / BK application software (Guidance Counseling), attendance software.

## **Method**

The method used is a descriptive method, which is a problem-solving procedure that is investigated by describing the state of the subject or object in the study which can be people, institutions, society, and others at the present time based on visible facts or what they are related to organizational culture and management information systems at SMP Negeri 41 Bandung.

## **Results and Discussion**

## **Profile of SMP Negeri 41 Bandung**

A Brief History of SMPN 41 Bandung is the largest junior high school in the city of Bandung, and also includes Type C Cultural Heritage with the peculiarities of ancient buildings that must not be changed, unless maintained and repaired. SMP Negeri 41 Bandung, formerly ST 4 which is said to have been established since the Dutch Colonial era around 1918 under the name Ambah School. In 1965 it was transformed into a technical school. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 0259/0/1994 dated October 5, 1994 concerning the transfer of ST functions to SMP/SLTP, since TP 1993/1994, ST Negeri 4 Bandung became the First High School (SLTP) 41 Bandung and subsequently became SMP Negeri 41 Bandung.

## **School Mission**

Develop school curriculum which includes mapping of KI, KD, Indicators, syllabus development and RPP for grades VII, VIII, and IX in all subjects.

Carry out active, innovative, creative, effective, and fun learning with the PAIKEM approach.

Improve teacher professionalism through education, training, and workshops.

Develop facilities and infrastructure in accordance with National Education Standards.

Implement participatory and accountable school management.

Encourage parental participation in school committee activities.

Implement transparent and accountable financing management.

Implement an assessment system in accordance with the National Education Standards.

Participate in maple competitions/olympiads, sports, and arts, both in the school environment and outside/between schools.

Participating in Adiwiyata at the city, provincial, and national levels.

Applying a healthy lifestyle and discipline with religious nuances to all school residents.

Carry out health coaching for school residents including canteen managers.

Improve excellent service both internally and externally.

Creating a conducive atmosphere for educators, education staff, and students to improve the quality of education.

Carry out tasks optimally with full responsibility.

Creating and fostering school citizens who are knowledgeable and scientific.

Provide motivation and opportunities for the academic community to work, achieve, and innovate.

## **Purpose of SMP Negeri 41 Bandung**

Making IMTAQ activities that can be an example for schools in West Bandung. Familiarize school residents to behave religiously through dhuha prayers, congregational dhuhr prayers, Friday prayers, daughterhood of taklim assemblies, and tadarus. Cultivate smiles, greetings, greetings among the school's citizens. Achieve the standards of educators and education staff which include: all teachers with a minimum of S1 qualifications, teaching according to their fields, skilled in conducting PTK, skilled in developing teaching content and ICT (information, computer, and technology) learning media to implement PJJ. Improve teacher professionalism in carrying out effective, active, and creative, innovative, and fun learning. Improving the quality of education in accordance with the demands of 21st century education, including SPMI, STEAM, and HOTS. Having students with reliable competencies and can compete with other school students, both academic and non-academic. Preparing students to be independent and competitive in the community through directed and sustainable extracurricular coaching. Preparing students who are tough, faithful, and devout so that they are able to face negative influences and globalization. Improve the management of school management in accordance with education management standards. Have facilities and infrastructure and maintenance that meet minimum service standards (SPM). Improve the discipline of all school residents. Providing clean, beautiful, comfortable, and healthy schools in accordance with green environmental management (Green school) through Kang Pisman. Increase partnerships with school committees, good relations between parents and school residents and increase religious activities and instill concern for K7 (safety, order, cleanliness, beauty, kinship, homesickness, and health) for the creation of safe, comfortable, social, and pleasant schools. Number of Learning Rombongs: 33 classes, consisting of 11 classes VII, 11 classes VIII, and 11 classes General Conditions of SMP Negeri 41 Bandung SMP Negeri 41 Bandung is located at Jalan Arjuna no 18,



Ciroyom Village, Andir District, Bandung City. SMP Negeri 41 Bandung has 45 civil servant teachers, 7 honorary teachers, 2 civil servants, 13 honorary employees. The number of students is 1005 and the number of rombel is 33 rombel with the number of rombel per level are: grade 7 as many as 11 rombel, grade 8 as many as 11 romberl and grade 9 as many as 11 romberl. SMP N 41 has a total land area of 9,721 square meters consisting of a building area of 2,682 square meters and a yard area of 7,039 square meters.

#### Analysis of Organizational Culture at SMP Negeri 41 Bandung

Based on the results of direct interviews that we conducted with 10 teachers and 3 administrative personnel about organizational culture at SMP Negeri 41 Bandung, it can be analyzed and found that the organizational culture built at SMP Negeri 41 Bandung is very clearly illustrated in the vision of this school, especially in point 9), namely the realization of a disciplined school culture, healthy, religious, harmonious, conducive, and pleasant. Discipline in the Big Dictionary Indonesian is orderly, rule-abiding (2012: 268). When the word discipline is coupled with motivation to achieve goals in school is very appropriate. Motivation provides encouragement for faster and stronger performance, while discipline means organizing and training so that motivation can have certain directions and goals.

#### **Healthy**

The vision of "healthy" is described in the goal of SMP Negeri 41, which is "to make schools clean, beautiful, comfortable, and healthy...." Starting from the physical condition of school residents to the school environment, for example: Before the pandemic, there were sports activities every Friday for all school residents (this was included in the KBM schedule). The UKS space is quite spacious. Strongly support sports competitions both within the school environment, and between schools. There are extracurricular sports: volleyball, basketball, futsal, silat, karate, and taekwondo. Equipped with sufficient vitilation. SMP Negeri 41 has two parks, in front of the school and behind the school.

#### **Religious**

The "religious" vision is shown in the following activities: Pray dhuha together every Wednesday. Recitation of asmaul husna and tadarus of the Qur'an every day before the lesson begins. Congregational prayers.

Daughterhood activities every Friday when male students pray Friday.

Strongly support religious programs (Islam), such as commemorating Islamic holidays and religious competitions both within the school environment and between schools

#### **Harmonious**

This situation is seen in personal and social life in the school environment, for example interpersonal conflicts are very small and almost non-existent because school residents value differences very much. Academically, there may often be debates, for example when competing programs or policies that some people disagree with. But beyond that, the school residents live in harmony and peace.

The principal for the 2020-2021 period really maintains this harmony. He kindly approached teachers, always visited if there were school residents who were sick or affected by disasters, always tried to fulfill the invitation of school residents no matter how busy he was, often went around to greet students. He always arrives early and leaves last to ensure that there are no more students roaming the school as a responsibility for the trust given by parents who entrust their children to school. Our school is in the middle of two markets and close to the station. Actually, it triggers many problems ranging from student input zoning that we get with all its shortcomings such as low economic and family education levels, low levels of family care for children to significantly affect student manners in interacting between students, teachers, and other school residents. It is a bit difficult to create a conducive atmosphere in schools with that type of students, but with determination and strong commitment to move forward together with patience, responsibility, and hard work, we make such conditions a challenge to increase our worship as teachers and educators. Fun. To increase student motivation to learn, we, teachers are always required to be human beings as persons, teachers, and fun educators in order to create fun learning. By beginning with a smile, greeting, friendly greeting we approach the learners because only then can we build "friendship" with the learners most of whom experience neglect or even violence in the family. From the description above, we can understand that organizational culture is the result of the process of forming behavior. School residents are also influenced by the leader's attitude, the leader's behavior

becomes an example for his subordinates, especially the leader's ability to build and show his attitude and character. So if we question whether the organizational culture that is built optimally will have an influence on the formation of a desired performance management of an organization? So the answer is very clear that if an organization emphasizes a culture of discipline and hard work, then every citizen will get used to discipline and work hard. In 2020-2021 we were awarded a leader whose leadership was ideal, so we volunteered to emulate him even though long ago, when there were still many ST teachers left, a culture of discipline was felt, especially with the arrival of disciplined leaders. It was embarrassing to come after him, especially to arrive late. Professional leaders place organizational performance not only in the nature of stimulus, but more than that, namely sustainability or sustainable (Fahmi, 2018). That is, he can understand and control the organization by looking at the problems in detail in the sustainability of the organization he leads.

Analysis of Education Management Information System at SMP Negeri 41 Bandung. The Education Management Information System, better known as SIMDIK, has now become a mandatory service available in an educational institution. This service is tasked with processing educational data and information. Information Systems that are integrated with all information systems in the school will make information processing and turnover activities faster and easier. Management is carried out starting from the acceptance of new students (PPDB), data collection (students, teachers, subjects, lesson schedules, etc.), operational teaching and learning activities (including eLearning modules), financial management, to reporting. However, from the results of the analysis in the form of direct research that we conducted on the use of education management information systems at SMP Negeri 41 Bandung and also the results of interviews with principals and school operators, it was found that the use of SIMDAK was only limited to the application of Basic Education Data, Selection of Prospective Principals, Online RKAS, and admission of new students, each of which was independent and not integrated or connected systemically. According to the Principal, there are several factors that cause the implementation or use of the Education Management Information System (SIMDIK) at SMP Negeri 41 Bandung has not yet run, including:

#### **Cost**

Common problems encountered by schools that want to have their own Education Management Information System software are relatively large costs, inadequate human resources or technicians, unstable internet infrastructure and networks, and expensive software and hardware.

The cost of procuring an Education Management Information System is not small. To procure the SIMDIK application, schools need to spend millions or even tens of millions of rupiah. This is certainly a material for thinking of schools that want to have their own information systems,

#### **SDM**

In the procurement of an Education Management Information System, adequate human resources are also needed, both in quantity and quality. These human resources play a role in infrastructure development and monitoring. Technicians must always be available to maintain the system and make repairs in case of damage. It is necessary to master ICT for all teachers and students to be able to use the system. This tends to require time and costs a lot of money.

#### **Infrastructure**

The third problem is unstable infrastructure and internet network. This problem is related to the previous problem, namely funds and human resources. Infrastructure development and maintenance that is not optimal can have an impact on unstable infrastructure and disrupt the flow of information circulation in it. The internet network is the main requirement for this system to run smoothly. If the network is disrupted and unstable, it is certain that the information system will also be hampered.

#### **Conclusion**

Organizational culture in each institution has its own characteristics. With these characteristics, it can be used as a guideline in every activity in the office environment in order to create an effective and efficient work environment.

Organizational culture as the direction and goals of the organization to be achieved by leaders and employees, so that the effectiveness of the work process that occurs can run well if the organizational culture that occurs is in accordance with the systematics of the work performance of the organization concerned.

The organizational culture at SMP Negeri 41 Bandung for 2020-2021 is quite good when

viewed from the situation and conditions to achieve the goals as a description of the vision and mission that has been outlined. Forms of education management information system implementation are increasingly found, in addition to business, banking, government, or hospitality. In the world of education (SIMDIK) also management information systems and information technology are very supportive to improve the quality of learning by developing management information systems to be able to keep up with the changing times. The impact of the implementation of education management information systems has several significant impacts, both positive and negative. The positive impact is the performance of the organization with the availability of the information needed, quickly and precisely, the work will be more effective and efficient. While the negative impact of reducing the workforce because the work that was once done by humans has been replaced by developing information technology. The results of the implementation (SIMDIK) cannot be denied that information technology is one of the tools to increase efficiency in the operational activities of educational institutions, even to become the choice of today's society, educational institutions must have an adequate set of information technology. In practice and the implementation of SIMDIK at SMP Negeri 41 Bandung has not been maximized due to limited costs, human resources, facilities and infrastructure, as well as other conditions that are not fully ready to support digital changes today. As a form of the author's gratitude to SMP Negeri 41 Bandung for allowing us to do mini, the author would like to provide some suggestions as material for consideration and improvement in the field of education, including the following:

1. The organizational culture of the school at SMP Negeri 41 Bandung is actually good. However, it is necessary to increase the cultivation of values, norms and habits. So that it can maintain a good culture in the school and can be embedded in good values, norms and habits in each individual in the school environment.

2. Instilling good values, norms and habits is not only in schools. However, from parents, there needs to be supervision and habituation in students in the family environment and home environment. So that values, norms and good habits in students can be the spirit and motivation of students in daily habits.

3. As an education provider, SMP Negeri 41 Bandung must always improve the quality of self, and the quality of service for the needs of quality modern education. Educational services with Management Information Systems (SIM) in order to cope with all changes and developments, especially in the field of education, both in the process of teaching and learning activities, or in personnel administration services, infrastructure, libraries, finance, and so on absolutely need to be implemented. The management information system in the field of education was developed to meet the needs of school institutions, where schools manage computerized academic activities as a contribution to improving the quality of school services and in order to facilitate and facilitate the learning and guidance process. Although its implementation requires large cost support, qualified human resources and inadequate infrastructure, it must be started to build SIMDIK so that education, especially at SMP Negeri 41 Bandung, increases.

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