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Integration of Information Technology into Educational Assessment Systems Through Digital Report Cards

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A B S T R A C T

The integration of information technology in the education system has become an urgent need, especially in the academic assessment system. One of the growing innovations is the implementation of digital report cards as a replacement for conventional assessment systems. This study aims to analyze the readiness of educators in adopting this technology, identify the benefits and challenges in its implementation, and provide strategic recommendations to optimize the implementation of digital report cards. Using a descriptive qualitative approach, data were collected through a questionnaire with narrative answers and a review of relevant literature. The results showed that digital report cards provide significant benefits in improving the efficiency, transparency, and accuracy of the assessment system. However, some challenges are still faced, such as limited infrastructure, low digital literacy of educators. Therefore, the strategic recommendations include improving technology infrastructure and continuous training for educators. With the right strategy, digital report cards can be an innovative solution in the education system, support broader digital transformation, and improve the quality of academic management in educational institutions.

1. Introduction

The integration of information technology in education systems is a crucial necessity, especially in academic assessment systems. One rapidly developing innovation is the implementation of digital report cards as a modernization of conventional assessment systems. The use of technology in educational assessment improves transparency, efficiency, and accuracy in student data processing (Hikmawati et al., 2024; Khuzari et al., 2025). However, in Indonesia, the implementation of digital report cards still faces various challenges, such as infrastructure readiness, digital literacy of educators, and data security (Nazila, 2024). Thus, it is important to explore further how the integration of information

technology in the assessment system can provide solutions to these various problems.

Information Technology (IT) is a field related to the use of hardware, software, networks, and systems to process, store, send, and manage data efficiently (Sulistyaningrum & Hakim, 2020). The term Information Technology (IT) became widely known in the late 1970s. Previously, this concept was more often referred to as computer technology or electronic data processing (Suryadi, 2015). According to Haag and Keen, as quoted by Affandi, information technology is a set of tools designed to support various tasks in data processing (Affandi, 2018). In this modern era, information technology has become a crucial element in learning, playing a role in providing accurate, efficient, structured, accountable, and reliable services (Zahwa & Syafi'i, 2022). In addition, information technology has a significant role because its presence can support academics in conveying their knowledge and expertise through an information system (Wahyudi et al., 2024). Furthermore, it also enables the formation of scientific discussion forums and consultations with experts around the world without the constraints of space and time, so that each individual can learn and interact independently (Asmawi et al., 2019).

Information technology consists of several key components that support each other. First, human resources play a role in operating the system, including end users and experts in their fields. Second, hardware includes various physical equipment such as computers, machines, and other supporting devices used in information processing. Next, software functions as a series of instructions that enable data processing into useful information. In addition, data is not just raw material, but has evolved into an important element managed by managers and information experts. Finally, telecommunications networks play a role in connecting various devices through communication media, enabling fast and efficient information exchange with the support of special software (Agustika et al., 2023).

ARDM is an online application designed to record and manage madrasah administration, with a focus on digitization and report card standardization. This system stores the report card data of madrasah students throughout Indonesia in the database of the Ministry of Religious Affairs of the Republic of Indonesia (Pratama et al., 2022). The use of digital madrasah report cards allows teachers to enter grades simultaneously and store them securely because the application is web-based and hosted (Taufiq et al., 2023). This system utilizes information and communication technology to present data in digital format, thereby facilitating access, analysis, and reporting of student learning outcomes.

Through this application, grade management and calculation can be done automatically and accurately (Putra et al., 2025). The Madrasah Digital Report Card Application (ARDM) is designed for use by all madrasahs, both public and private, throughout Indonesia (Pratama et al., 2022). Madrasahs implement the Madrasah Digital Report Card Application (ARDM) in accordance with the instructions of the Indonesian Ministry of Religious Affairs as a madrasah-based student learning outcome reporting system. Since the 2018/2019 school year, ARDM has been mandatory at the elementary school level to improve efficiency and facilitate the

input of student grade data into the Ministry of Religious Affairs' education system. Through this application, instructors are guided in understanding the calculation of final grades, daily grades, minimum passing grades, and other assessment methods, both manually and digitall (Rahmat & Hafid, 2023a).

Several previous studies have highlighted digitization in education assessment systems. One such study was conducted by Muhammad Ali Nurdin, which discussed the implementation of RDM in student learning outcome assessment (Nurdin & Musthofa, 2020). Another study by Darmawan and Rifaldi examined the configuration of the digital report card launched by the Ministry of Religious Affairs (Darmawan & Rifaldi, 2023). Similarly, research conducted by Nazila related to the use of RDM in student learning outcome assessment (Nazila, 2024). However, these studies still have limitations, such as a lack of in-depth study of data security aspects, long-term effectiveness, and how schools with limited access to technology can adapt to this system.

This study aims to analyze in depth the integration of information technology in the education assessment system through the implementation of digital report cards. Specifically, this study aims to: (1) explore the readiness of educators in adopting this technology; (2) identify the benefits and challenges of implementing digital report cards in the education system; and (3) provide strategic recommendations for optimizing the implementation of digital report cards in various types of educational institutions. The argument of this article is that the success of integrating information technology into the education assessment system depends not only on the available technological infrastructure, but also on the readiness of human resources, supportive education policies, and appropriate implementation strategies. In addition, evaluation and adaptation to technological developments and digital culture in the educational environment encourage the effective and efficient use of technology. Through comprehensive analysis, this research is expected to contribute to the development of a more efficient, transparent, and data-driven education assessment system.

2. Methodology

This research was conducted on February 25, 2025, using a descriptive qualitative approach with a library research study type. This approach was chosen because the main focus of the research was on analyzing literature relevant to the topic of study, namely the use of digital report cards in the process of assessing learning outcomes in Islamic Educational Institutions. The main data sources in this study came from various credible scientific literature, such as books, journals, articles, and other documents that supported the discussion. In addition, to strengthen the results of the literature review, the researcher also used supporting data in the form of limited interviews with educators at several Islamic Educational Institutions that had used digital report cards. This was done because educators are responsible for inputting student learning outcomes.

Data collection techniques were carried out in two ways, namely, first, literature search and review to identify relevant concepts, findings, and theories; and second, narrative interviews with selected informants who had direct experience in implementing digital report cards. The data obtained was then analyzed using inductive content analysis techniques, with reference to the data analysis model according to Miles, Huberman, and Saldana, which includes three stages: data condensation, data presentation, and conclusion drawing or verification. Through this approach, researchers can explore conceptual understanding while obtaining an empirical picture of the practice of using digital report cards in Islamic educational institutions in a deep and structured manner.

3. Results and Discussion

The system for reporting learning outcomes in educational institutions has undergone a significant transformation from a conventional paper-based format to digital reporting. Many Islamic educational institutions such as madrasahs have begun to switch to digital platforms due to the need for efficiency, data accuracy, and integration with the national education system. One of the most widely used digital instruments is the Madrasah Digital Report Card Application (ARDM) or Madrasah Digital Report Card (RDM). By 2023, the number of users of this application had reached 49,702 madrasahs throughout Indonesia, consisting of 23,974 Madrasah Ibtidaiyah (MI), 16,995 Madrasah Tsanawiyah (MTs), and 8,732 Madrasah Aliyah (MA), both public and private (Fajrin & Machali, 2023).

The number of madrasahs in Indonesia is 56,411, consisting of 26,830 Madrasah Ibtidaiyah, 19,451 Madrasah Tsanawiyah, and 10,130 Madrasah Aliyah (BPS Statistik Indonesia, 2023b, 2023c, 2023a). This figure shows that the digitization of report cards has become a national trend and an important part of efforts to improve the quality of academic assessment management, although its implementation is still ongoing due to infrastructure gaps, variability in educators' digital literacy, and differences in internal policies within educational units. It is this transitional condition that makes it increasingly important to conduct an in-depth analysis of educators' readiness and the effectiveness of digital report card implementation.

Data collection for this study was conducted by interviewing several educators from Islamic educational institutions that have implemented digital report cards. The interview technique used was narrative interviewing, in which informants were asked to recount their experiences, understanding, and challenges they faced while using the digital report card application. Informants were selected purposively, considering their direct involvement in the process of inputting grades and reporting learning outcomes. Interviews were conducted online, then transcribed and analyzed using content analysis. The interview data was used to reinforce the literature findings, providing an empirical picture of the implementation of digital report cards in educational units. During the interview process, researchers used semi-structured interview guidelines that contained several questions related to educators' readiness, the benefits and challenges of using digital report cards, and

institutional support. The list of interview questions can be seen in the following table.

Table 1. A List of Questions

No	Questions
1.	Do you use digital report cards when reporting student learning outcomes?
2.	How was your experience when you first used the digital report card?
3.	Does the school/madrasah provide training or guidance before using digital report cards? If so, what kind of training is provided?
4.	What do you think about digital report cards? Do they make it easier for you to input student learning outcomes?
5.	What challenges do you encounter when entering grades using digital report cards?
6.	What are your suggestions for improving the effectiveness of digital report card implementation in madrasahs/schools?

Exploring Educators' Readiness to Adopt Information Technology

The results of the study indicate that educators' readiness to integrate digital report cards into the process of assessing student learning outcomes is highly dependent on their level of digital literacy, experience in using technology, and support from educational institutions. This is in line with research conducted by Hilda, which states that educators with higher levels of digital literacy find it easier to use digital report cards (Hida, 2022). Some educators who are accustomed to using technology in the learning process tend to adapt more quickly to the digital report card system (Hikmah et al., 2022). As the research results show, educators who are tech-savvy, like young people today, find it easier to apply this digital report card. However, for educators who are still accustomed to manual systems, continuous training and guidance are needed so that they can adapt to these technological changes effectively and not experience difficulties in their implementation.

In addition to individual factors, the readiness of educators is also influenced by school support and the availability of technological infrastructure. Schools that actively provide training and assistance to teachers in the use of digital assessment systems tend to have educators who are better prepared to apply them. As stated in interviews with several educators, "there is training provided to support the process of applying digital report cards, which makes it easier for educators to input student learning outcome data." This shows that the successful implementation of digital report cards does not only depend on the individual abilities of educators, but also on school policies in providing adequate technical support and facilities to ensure that the system can be implemented optimally. This is as mentioned by Hasna in her research that the implementation of digitization in educational institutions depends on the availability of technology and management as well as human resource knowledge (Hasna, 2024). Thus, educators are prepared to operate digital report cards.

Understanding how digital report cards work is important for educators, not only in terms of basic concepts but also in terms of their application in inputting student learning outcomes data. With a good understanding, educators can make optimal use of digital report cards to improve the efficiency of assessment administration

and support transparency in reporting student learning outcomes. As shown in the research conducted by Rahmat and Hafid, digital report cards can provide efficiency and effectiveness in the learning outcome assessment process (Rahmat & Hafid, 2023b). Therefore, it is necessary to continue to pay attention to the understanding and readiness of educators in educational institutions to ensure that the implementation of digital report cards runs well and provides maximum benefits.

Benefits and Challenges of Implementing Digital Report Cards in the Education System

The implementation of digital report cards provides many benefits in the world of education, especially in terms of improving efficiency and transparency. Through the digital system, teachers can easily input, update, and share student academic data without the need for physical documents, thus saving time and being more environmentally friendly. In addition, parents can also access their children's academic progress in real-time, which increases parental involvement in the education process. Digital report cards also allow integration with other systems such as Dapodik or EMIS, thereby facilitating data management and data-based decision making in schools.

In line with research conducted by Ibrahim et al., one of the benefits of digital report cards is that they make it easier for teachers to communicate student progress to relevant stakeholders, such as parents, homeroom teachers, and the students themselves (Ibrahim et al., 2022). Thus, the implementation of digital report cards not only improves the effectiveness of educational administration but also supports the creation of an evaluation system that is more accurate, transparent, and responsive to the needs of all parties involved in the learning process.

Based on the results of the research that has been conducted, digital report cards have been proven to make it easier for educators to input student learning data. With digital report cards, teachers can input grades automatically and more practically. In line with the research conducted by Salem and Samad, digital report cards also facilitate the process of automatic grade conversion, so that teachers no longer need to perform manual calculations (Salem & Samad, 2021). In addition, each subject is equipped with a description that covers aspects of attitude, knowledge, and skills. Thus, the implementation of digital report cards not only improves the efficiency of educational administration but also ensures accuracy and transparency in student academic assessment. This also helps teachers in compiling learning outcome reports that are more systematic and easier to understand by students and parents.

In addition, flexibility is one of the main advantages of digital report cards, which provide significant benefits in the process of inputting and managing grades by teachers. Through the digital system, teachers are no longer limited by time and place, so that the assessment process can be carried out more efficiently and adaptively according to needs. This allows teachers to focus more on developing more effective learning strategies without being burdened by complicated administrative processes. As revealed in research conducted by Putra et al., digital

report cards make it easier for teachers to manage student grades because it can be done anywhere and anytime (Putra et al., 2025). Thus, the implementation of digital report cards not only makes it easier for educators to manage student grades, but also increases flexibility in the education system.

Although this digital report card is designed to facilitate the reporting of student learning outcomes, there are several challenges that must be addressed and improvements that need to be made. This is particularly true in terms of teachers' knowledge of digitization, as not all teachers understand how to apply this digital report card. This is based on the results of research conducted, which found that some teachers experienced difficulties in inputting values and found the interface system to be complicated. Research conducted by Ija, states that difficulties in using the system can affect the effectiveness of educational technology implementation (Ija et al., 2021). These difficulties can hinder the smooth process of reporting grades and reduce the efficiency of using digital report cards in schools. Therefore, training and assistance are needed for teachers so that they can better understand and master this system.

In addition, accessibility is also an obstacle in the implementation of digital report cards. This semi-online digital report card information system is often a problem because not all schools have stable internet access or adequate devices, especially in remote areas. There is also limited access for parents to access digital report cards outside of school. This is in line with research conducted by Khuzari et al., which states that access to RDM is still limited for parents and teachers with a semi-online basis (Khuzari et al., 2025). This shows that even though digital report cards provide efficiency in the process of inputting student grades, accessibility issues must still be overcome. Another challenge is data security, as there is a risk of leaks or hacking if the system does not have adequate protection. Therefore, clear regulations and data protection mechanisms are needed to keep student information secure.

In order for the implementation of digital report cards to run smoothly, support from various parties is needed, including schools, the government, and the community. Schools must ensure that the technological infrastructure is adequate and provide training to teachers and staff. The government also needs to provide regulations and technical support so that the system runs smoothly without security issues. In addition, parents also need to be encouraged to become more digitally literate so that they can make the most of digital report cards. With good collaboration, digital report cards can be an effective solution to improve the quality of education and the academic evaluation system in Indonesia.

Strategic Recommendations for Optimizing the Implementation of Digital Report Cards

The adoption of digital report cards in education is an innovative step in the learning evaluation system. However, to ensure optimal implementation, the right strategy is needed so that their use can be effective and efficient. This implementation also requires a change in mindset in the evaluation process, from a conventional

approach to a digital-based system. In addition, synergy between educators, students, and parents is needed so that the use of digital report cards can provide maximum benefits. To optimize the implementation of digital report cards in education, strategic recommendations are needed that cover aspects of policy, infrastructure, and improving the competence of educators.

First, optimizing digital report cards requires adequate infrastructure support, such as stable internet access, adequate hardware, and a strong data security system. Based on the results of the research conducted, the optimization of digital report cards certainly requires supporting facilities such as the internet. This is in line with the research conducted by Minarso et al., which states that adequate infrastructure is needed to maximize digitization (Minarso et al., 2024). The government and educational institutions need to ensure that every school, especially those in remote areas, has equal access to digital technology. This can be done by improving network infrastructure, providing adequate equipment, and providing ongoing technical support. In addition, the development of a cloud-based system with a high level of encryption is a crucial step in maintaining student data security. With a strong security system in place, the risk of information leaks can be minimized, thereby increasing user confidence in digital report cards. The reliability of this technology also needs to be supported by strict regulations regarding personal data protection, ensuring that student academic information is properly safeguarded.

Second, improving the competence of educators is a key factor in the effective implementation of digital report cards. Based on the results of the study, it shows that educators, as actors in inputting student data, need to know and understand the application of digital report cards, which in this case requires socialization and training. This is in line with the research conducted by Mardiati, which states that improving teacher competency can be done through training (Mardiati, 2019). Therefore, regular training must be provided to teachers and administrative staff to improve their skills in managing digital systems. In addition, responsive technical support, either through the school's IT team or a help desk, needs to be provided to ensure that educators can overcome technical obstacles quickly and efficiently.

Finally, periodic evaluations of the implementation of digital report cards must be conducted to ensure their effectiveness in improving the transparency and efficiency of the assessment system (Uriawan et al., 2025). Feedback from teachers, students, and parents can serve as a basis for improving the system to make it more user-friendly and in line with educational needs. With the right strategy, digital report cards can be an innovative solution that improves the quality of educational administration and provides long-term benefits for all stakeholders in the world of education. In addition, strengthening regulations and enhancing educators' capacity in utilizing technology are necessary to ensure that the implementation of digital report cards can be sustained and effectively address the challenges of future educational transformation.

Thus, the implementation of digital report cards is not merely a technological innovation, but also a representation of the education sector's commitment to creating a system that is more transparent, efficient, and responsive to the needs of

the times. Through periodic evaluations, the involvement of all stakeholders, as well as infrastructure support and human resource capacity building, digital report cards have great potential to revolutionize the conventional assessment administration system. In the future, digital report cards are expected to not only be a tool for documenting learning outcomes, but also a strategic instrument in data-driven educational decision-making that is oriented towards improving the overall quality of educational services.

4. Conclusion

The implementation of digital report cards in the education assessment system needs to consider the readiness of educators so that they can be used optimally. Digital report cards have many benefits, especially in improving efficiency, transparency, and accuracy in processing student academic data. The use of information technology in education assessment allows for better data integration, so that teachers, students, and parents can access academic information more easily and quickly. However, the implementation of digital report cards still faces various challenges that need to be addressed immediately. Some of the main obstacles found in this study include limitations in technological infrastructure, especially in remote areas, as well as varying levels of digital literacy among educators. Difficulties in understanding digital systems are also an obstacle for some educators who are not accustomed to using technology in the assessment administration process.

Optimizing the implementation of digital report cards requires a comprehensive strategy. Some recommended steps include improving technological infrastructure, providing digital literacy training for educators, and strengthening regulations related to student data security. In addition, schools and the government need to work together to provide adequate technical support so that the transition to a digital assessment system can run more effectively. Collaboration with parents is also important to ensure that digital report cards can be used optimally to support student academic development. With the right strategy, digital report cards have the potential to be an innovative solution in Indonesia's education system. Careful and sustainable implementation will enable this system to develop better in the future, providing greater benefits for all stakeholders in education and supporting broader digital transformation in academic administration.

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