

Research Article

Policy Analysis of the Integration between Dapodik and the Online Student Admission System in Bojonegoro Regency

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Abstract: This study is a literature review aimed at evaluating the policy related to the integration of the Basic Education Data (Dapodik) with the online New Student Admissions (PPDB) system in public junior high schools under the auspices of the Bojonegoro Regency Education Office. This integration is considered crucial for building a more open, effective, and accountable education system supported by accurate data. This study examines a number of related literature sources, regulations, and policy documents to explore the challenges, opportunities, and consequences of this policy on the implementation of online PPDB. The results of the study indicate that although the integration of data between Dapodik and online PPDB can strengthen data validity, improve data accuracy, and accelerate the selection process, its implementation still faces technical obstacles, limited human resource capacity, and disparities in facilities across schools. Therefore, it is necessary to improve coordination between relevant parties, strengthen the technical capabilities of school operators, and adapt regulations responsive to local conditions. The results of this study are expected to contribute as considerations in the development of policies for a more integrated and sustainable education system.

Keywords: Data Integration; Dapodik System; Education Policy; Online Admission; Public Schools.

1. Introduction

Digitization in the field of education in Indonesia has experienced significant development in line with the increasing demand for transparent, efficient, and data-driven systems. One of the government's strategic steps to support this effort is through the utilization of the Education Management Information System (Data Pokok Pendidikan or Dapodik), which serves as the primary database for national education data provision. Dapodik plays a crucial role in decision-making processes, budget allocation, and the evaluation of educational quality at the school level. Implementation is one of the functions of management, serving as an activity to mobilize an organization through processes such as direction, guidance, communication, and coordination so that planned activities can be effectively realized (KMS Badaruddin, 2022). Meanwhile, the Online Student Admission System (Penerimaan Peserta Didik Baru or PPDB) has been implemented to support a fair, transparent, and accountable student selection process. However, the implementation of these two systems, particularly within public junior high schools (SMP Negeri) in Bojonegoro Regency, has not yet been fully optimized or integrated. The main issues that arise include data discrepancies between Dapodik and the online PPDB system, which can trigger both technical and administrative problems such as data duplication, unsynchronized information, and obstacles in the student admission process. Therefore, an in-depth study of the integration policy between Dapodik and the online PPDB system—especially in regional contexts—is needed to identify existing challenges and formulate relevant, applicable solutions.

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Problem identification reveals that difficulties still exist in the synchronization process between Dapodik and the PPDB platform. The utilization of Dapodik data as the foundation for PPDB policymaking has not yet been maximized. There are also disparities in technological infrastructure and human resource capabilities across schools, which hinder system integration. Furthermore, there are no fully integrated technical guidelines or operational policies at the regional level to support the synergy between Dapodik and PPDB online. The scope of this study focuses on a literature review examining the policy of integration between Dapodik and the online PPDB system, as applied in public junior high schools under the supervision of the Bojonegoro Regency Department of Education. The main focus includes policy aspects, implementation challenges, and strategies for strengthening system integration based on literature data and relevant regulations.

The objectives of the study are:

- (1) to examine the integration policy between Dapodik and the online PPDB system within Bojonegoro's public junior high schools;
- (2) to identify key obstacles encountered in implementing system integration; and
- (3) to formulate literature-based strategies that support the optimization of integration policy.

The benefits of the study are threefold: Theoretical benefit: enriching the academic discourse in educational policy, particularly regarding the use of integrated information systems. Practical benefit: providing guidance for local education policymakers and schools in improving data integration between Dapodik and online PPDB systems. Policy benefit: offering literature-based recommendations for formulating more contextual, efficient, and data-oriented education policies.

The assumptions of the study are that:

- (1) the Dapodik and PPDB online systems are designed to be interconnected to support more effective educational management;
- (2) the literature and regulations used in this study accurately reflect factual conditions and can serve as a valid analytical foundation; and
- (3) the success of policy integration depends largely on technological readiness, human resource capacity, and flexible policy support.

Information technology touches various aspects of government sectors, making processes more efficient so that data can be processed faster and more accurately, thereby saving time (Andri Wahyudi, Andre Himawan & Kinanti Trisna Saputri, 2022). The Dapodik application not only facilitates faster and more accurate data collection but also contributes to creating a more organized system (Nadela Annggela & Ria Andryani, 2022). Choosing internet-based applications as communication tools is a smart decision since such applications can transmit information or messages to users anywhere without geographic limitations (Wahyu Gunawan, Hendri, Baginda Oloan Lubis, Dony Oscar & Agus Salim, 2024). Data serves as the core material for institutional mobilization—guiding both action and policymaking—and, as technology advances, more space becomes available for storing data online (Dedy Tjahjono, 2022). The Dapodik Information System is a process of collecting and managing verified and integrated data that can be utilized by all levels of educational institutions. Through Dapodik, data becomes organized and interconnected (Endang Handayani, Rusi Rusmiati Aliyyah, Rusli AbdulGani, 2024).

A Management Information System (MIS) is designed to provide useful information to support decision-making related to management activities within an organization (Fadli Hasan & Dian Hidayati, 2023). Dapodik is part of the national education planning program aimed at creating intelligent and competitive Indonesian citizens, ensuring accurate educational planning and implementation of targeted educational programs (Siti Safa'ah, Furtasan Ali Yusuf & Ade Manggala Hardianto, 2023).

Dapodik is an integrated data information system containing data on educational units, students, teachers, education personnel, and educational content, all continuously updated online by educational institutions. It is managed and developed by the Ministry of Education and Culture—now renamed the Ministry of Primary and Secondary Education. The information includes data on students, educators, facilities, and institutional aspects. The main function of this system is to serve as a foundation for educational policymaking, aid distribution, and budget planning. The Dapodik system undergoes annual updates and

improvements (Nur Ain Ismail, Lillyan Hadjaratie & Moh. Ramdhan Arif Kaluku, 2022). The quality of data information reflects the quality of the information system's output. Information quality is measured through indicators such as completeness, timeliness, relevance, accuracy, and presentation format (Novita Lisa, 2023). Based on the Minister of Education, Culture, Research, and Technology Regulation No. 31 of 2022 concerning One Data Policy for Education, Culture, Research, and Technology, data governance aims to produce accurate, up-to-date, integrated, accountable, and easily accessible data shared between central and regional institutions. To support this One Data Policy, Dapodik serves as the main instrument for collecting and managing educational data, ensuring data quality, reliability, and validity for evidence-based policy formulation. Educational access equity remains one of the challenges faced by Indonesia's education sector. There are still gaps among regions in accessing proper education (Kadek Dede Junaedy, 2022). The PPDB system regulates the requirements and procedures for student admissions at the beginning of each academic year, utilizing the zoning method to promote educational equity in Indonesia (Satrio Muhammad Alif, Nisya Kartika & Andri Hernandi, 2022).

The Online PPDB System is an online student selection mechanism designed to ensure fairness, efficiency, and transparency, aligning with public service reform in education. Student management is a key component of educational management, which includes planning, organizing, implementing, and supervising organizational activities and resources to achieve desired objectives (Indra Budi Setiawan & Husaini Usman, 2022). Proper management of student admissions—from planning and implementation to evaluation—is essential for the success of educational institutions (Ni Gusti Ayu Sanggrayani Astadi, 2022). The implementation of PPDB policy adheres to the applicable rules and management principles. The PPDB implementation is regulated under Ministerial Regulation No. 3 of 2025 on the New Student Admission System, replacing Ministerial Regulation No. 1 of 2021, emphasizing objectivity, transparency, and accountability—ensuring every citizen has equal rights to quality and equitable education as mandated by Law No. 20 of 2003 on the National Education System, Article 11 Paragraph 1. Online PPDB relies heavily on accurate data from both students and institutions, most of which originates from Dapodik. The use of information systems in education aims to support precise and targeted educational program planning (Nayatul Izzati Diana Yusuf, Budi Susetyo & La Ode Abdul Rahman, 2023). For such planning to be effective, data must be fast, complete, valid, accountable, and continuously updated (Yanto & Muhamad Hamdi, 2024). Therefore, alignment and interconnection between these two systems are crucial to prevent technical or administrative obstacles during admissions. The Integration of Educational Information Systems refers to the merging of two or more different systems so that they operate cohesively and mutually support each other. In the education sector, integrating Dapodik and the online PPDB system is expected to create an efficient, interconnected digital ecosystem capable of supporting faster and more accurate decision-making. The success of integration depends on technological infrastructure readiness, school human resource competence, and adaptive policy support. When integration fails to function optimally, it may lead to overlapping information, data verification errors, and potential system misuse.

Education is considered a key factor influencing human intelligence (Annas Rifai & Imelda, 2024). Access to education is a constitutional right for all citizens under the 1945 Constitution, which mandates the government to ensure educational access for all as part of improving national quality of life. In addition to promoting access and quality, effective education management has become a critical national objective (Zenni Mahmud, 2022). Unequal educational distribution across regions requires special attention from the government (Rossa Amelia Manik & Atik Ariesta, 2023). The student admission process is influenced by state regulations (Noblana Adib, Lilik Rofiqoh & Sugeng Riyadi, 2023). Equity in education involves two key aspects: equal opportunity—ensuring all school-aged citizens can access education—and justice—ensuring all social, ethnic, and religious groups have equal access (Putu Ronny Angga Mahendra, 2022). Policy implementation is the final and most decisive stage in the policy cycle, including in education (Mahmud Mahmud et al., 2024). Data-driven educational policy represents an approach that relies on accurate, up-to-date, and reliable information, aligning with the principles of good governance, particularly in education management.

To ensure data can be effectively used for policy formulation, continuous capacity building and technological enhancement are required—such as through Data Processing Training for Dapodik Operators (Pandri Ferdias, Nusyirwa & Dina Eka Nurvazly, 2022). The government encourages the implementation of digital systems to support adaptive, performance-based educational policies. Without strong data foundations, policies risk being speculative and misdirected. Therefore, integrating Dapodik and the online PPDB system is a critical step toward strengthening the effectiveness of both national and regional education policies. Previous studies (e.g., Yanto & Muhamad Hamdi, 2024) revealed that integration efforts have been made through direct data manager consolidation, periodic verification, and classification of verification types. However, significant obstacles remain, including limited internet infrastructure, underperforming hardware, incomplete data attributes, and slow data updates. Proposed solutions include developing integrated data collection systems to support student transfers and formulating standardized operating procedures (SOPs) for data management. Thus, additional strategic measures are necessary to improve data accuracy and integration effectiveness. High-quality data is essential to support the formulation and implementation of more focused, evidence-based educational policies. This study highlights the importance of strengthening regulations and continuous training programs to enhance managerial and technical capacity at the school level. Conversely, data misalignment between the two systems often leads to admission process problems, potentially undermining public trust in educational transparency.

2. Materials and Method

This study adopts a descriptive qualitative approach to explore in depth the policy integration between the Education Management Information System (Data Pokok Pendidikan or Dapodik) and the Online Student Admission System (Penerimaan Peserta Didik Baru or PPDB) within public junior high schools (SMP Negeri) in Bojonegoro Regency, using William Dunn's policy analysis framework. This method was chosen because it provides a comprehensive understanding of the actual situation, policy implementation, and the obstacles encountered in practice. Data were obtained through a literature review that included educational regulations, official policy documents, scientific articles, previous research findings, and other relevant secondary data. The data collection technique involved examining regulatory documents such as the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 31 of 2022 concerning One Data Policy for Education, Culture, Research, and Technology (related to Dapodik), and the Regulation of the Minister of Primary and Secondary Education No. 3 of 2025 concerning the New Student Admission System (related to the online PPDB system), as well as other literature sources related to the digitalization of the education system. All collected data were analyzed using a content analysis approach to identify patterns, key themes, and issues related to the process of system integration. The analytical focus covered six components: Problem Structuring, Forecasting, Recommendation, Monitoring, Evaluation, and Policy Choice, as formulated in Dunn's policy analysis model. To ensure data validity, source triangulation was conducted by comparing multiple documents and previous studies, thereby producing objective and comprehensive information. The results of the analysis were then presented in a narrative form to provide a holistic and in-depth understanding of the issues under study.

3. Results and Discussion

3.1. Problem Structuring

The main policy issue underlying the integration of the Education Management Information System (Data Pokok Pendidikan or Dapodik) with the Online Student Admission System (Penerimaan Peserta Didik Baru or PPDB) at the junior high school level under the Bojonegoro District Education Office lies in inefficiency and the potential for data inaccuracy during the admission process. The separate operation of both systems has resulted in duplicated data entry, increased error risks due to manual processing, and slower data validation of prospective students. Furthermore, the limited interoperability between systems has hindered the comprehensive use of educational data as mandated by the One Data for Education policy. Hence, inefficiency and data errors in the PPDB process form the primary rationale for pursuing system integration. The Regulation of the Minister of Education, Culture, Research, and Technology No. 31 of 2022 explicitly mandates that educational data should be integrated, accurate, and easily accessible—thereby directly addressing challenges related to data unification and consistency.

3.2. Forecasting

If the integration between the Dapodik and the online PPDB systems can be effectively implemented in Bojonegoro Regency, several significant impacts are expected:

3.2.1. Positive Impacts

- The PPDB implementation process will become more efficient and less prone to irregularities or manipulation.
- Access to junior high school education will become more equitable through mechanisms such as domicile-based admissions, affirmative action, merit-based pathways, and transfer routes.
- Local governments will be able to design more precise policies regarding student domicile and quota distribution.

3.2.2. Potential Negative Impacts (If Unaddressed)

- Cases of false domicile transfers may persist if data verification is not automated.
- Public trust in the PPDB system may decline.
- Disparities between high-performing and less-preferred public junior high schools may widen.

3.3. Policy Recommendation

The policy recommendations for the Bojonegoro District Education Office include the following measures:

- a. Develop a regionally managed online PPDB system that is automatically integrated with Dapodik data
- b. Strengthen human resource capacity by providing training for Dapodik operators and PPDB committees, particularly in rural or underserved areas.
- c. Formulate clear **Standard Operating Procedures (SOPs)** and technical guidelines for PPDB that are aligned with Dapodik data and easily applicable in practice.
- d. Establish a **data verification and audit team** comprising representatives from schools, the education office, and the *Department of Population and Civil Registration (Disdukcapil)*.
- e. Enhance **ICT infrastructure and facilities** in schools that still face digital access limitations or connectivity issues.

3.4. Policy Choice

3.4.1. Preferred Policy Option

The optimal approach is to implement a data-driven, integrative policy through real-time synchronization between Dapodik and the online PPDB system, aligning with national policy directions while being adaptable to Bojonegoro's local context. This option is justified by several key advantages:

- **Higher effectiveness**, as the process becomes faster and produces more accurate outcomes.
- **Resource efficiency**, eliminating the need for manual data entry, thus saving time and operational costs.
- **Improved accuracy of selection**, since decisions are based on validated data, such as domicile information directly linked to Disdukcapil records through Dapodik.
- **Enhanced public trust**, as data validity ensures transparency and fairness in the admission process.

3.4.2. Additional Policy Alternatives

- Mandate domicile validation of applicants using **National Identification Numbers (NIK)** and **geolocation coordinates**, derived from population data and integrated with the **Geographic Information System (GIS)** managed by Disdukcapil.
- Conduct **pilot implementation** of full integration between Dapodik and the online PPDB systems in 5–10 selected public junior high schools, representing diverse geographic areas and varying infrastructure readiness within Bojonegoro Regency.

3.5. Finding

3.5.1 Monitoring

This section elaborates on how monitoring activities will be implemented to ensure the success of the integration between the Education Management Information System (Dapodik) and the Online Student Admission System (PPDB) in Bojonegoro Regency. Through a structured monitoring strategy, potential obstacles can be identified at an early stage to ensure that the proposed policy operates optimally.

Monitoring the implementation of the integration process can be carried out through several mechanisms, including:

a. Routine System Monitoring

Regular inspections are conducted to ensure that the data transfer process from Dapodik to the online PPDB system functions correctly without technical interruptions. In addition, the consistency of key student attributes—such as name, NISN, NIK, gender, date of birth, address, and geographic coordinates—is verified thoroughly. The integration activity logs are also reviewed periodically to detect anomalies or synchronization errors.

b. Data Verification and Validation

Internal reviews are conducted to compare student data appearing in the online PPDB system with the official Dapodik records of each school. Re-examinations of new student information are performed to prevent data duplication or input errors.

c. Collaboration with School Operators

A communication platform is established between Dapodik and PPDB operators to maintain consistent coordination. In addition, technical training sessions are provided to enhance school operators' understanding of the integration process and equip them with troubleshooting skills for potential issues.

d. Periodic Reporting and Evaluation

Regular reports—weekly or monthly—are compiled to monitor integration progress. These reports include evaluations of technical constraints and corrective measures to ensure system sustainability and continuous improvement.

e. Utilization of Monitoring Dashboards

The development of a real-time integration monitoring dashboard assists various stakeholders—including school principals, supervisors, and the District Education Office—in overseeing the status and progress of data integration activities.

f. Rapid Response to Emerging Issues

A technical support team or helpdesk is established to handle complaints and disruptions in the integration process. Clear reporting procedures are defined to ensure that technical problems receive prompt and accurate responses.

g. Stakeholder Feedback Collection

Feedback and suggestions are gathered from multiple stakeholders—schools, students, and parents—regarding data accuracy and the usability of the PPDB system. These insights are used to refine the system, making it more responsive and effective in future implementation cycles.

4. Evaluation

The evaluation phase aims to assess the overall effectiveness and efficiency of the integration between Dapodik and the online PPDB system. The evaluation criteria include the following aspects:

- a. The success rate of data integration between Dapodik and the PPDB system.
- b. The duration of time required for verifying new student data.
- c. The accuracy level of prospective student data.
- d. The degree of compliance of student distribution with domicile-based admission principles.
- e. The number and nature of public complaints or reports regarding the PPDB implementation process.

5. Comparison

A comparative analysis between the national policy context in Indonesia and international practices reveals both convergence and divergence in the implementation of educational data integration systems. At the national level, the integration of Dapodik and the online PPDB system reflects the Indonesian government's effort to operationalize the One Data for Education policy, as mandated by the Ministerial Regulation No. 31 of 2022. This policy seeks to ensure that educational data are accurate, consistent, and interoperable across administrative systems. However, challenges persist in terms of technical capacity, infrastructure disparities between urban and rural schools, and limited data literacy among school operators. These issues hinder the full realization of data synchronization and transparency in school admissions.

In contrast, international best practices, particularly within OECD countries, show that educational data management and admission systems are more mature and institutionalized. Countries such as Finland, Singapore, and South Korea have successfully developed integrated educational information systems that connect student enrollment, population databases, and spatial data using real-time interoperability standards. These systems not only streamline student admission processes but also enable data-driven decision-making for educational planning and equity monitoring.

While Indonesia's approach focuses primarily on data unification and efficiency improvement, international systems emphasize data governance, accountability mechanisms, and stakeholder participation. For example, in Finland, the National Education Agency collaborates with municipalities to ensure that data integration aligns with privacy standards and inclusivity policies. Similarly, Singapore's Student Learning Space (SLS) integrates multiple datasets under a national digital learning ecosystem, ensuring both administrative efficiency and pedagogical continuity.

In this context, the Bojonegoro case demonstrates Indonesia's progressive but developing stage of digital governance in education. The region's attempt to synchronize Dapodik with the online PPDB system represents a strategic step toward achieving transparent and equitable school admissions. However, compared to international models, local implementation still requires improvement in several dimensions:

- Strengthening *data interoperability* through standardized metadata and API connections.
- Enhancing *policy coherence* between education and civil registration agencies.
- Building *institutional capacity* and *digital infrastructure* in less-developed areas.

Overall, the comparative analysis indicates that while Indonesia has laid the regulatory foundation for integrated educational data management, its effectiveness depends largely on local-level adaptation, inter-agency coordination, and continuous capacity building—factors that have been key success drivers in international cases.

6. Conclusion

The implementation of integration between the Education Management Information System (Dapodik) and the Online Student Admission Platform (PPDB Online) in Bojonegoro Regency represents a crucial step in addressing various challenges such as inefficiency, redundant data entry, and potential errors in the student admission process. These issues arise from the lack of system interoperability, which results in delays in data validation and the absence of real-time data accuracy. Referring to Ministerial Regulation No. 31 of 2022 and Ministerial Regulation of Primary and Secondary Education No. 3 of 2025, this integration policy is considered a strategic solution to create a more transparent, equitable, and data-driven PPDB system.

Future projections indicate that if the integration is implemented effectively, it will lead to greater efficiency in PPDB execution, more equitable access to education across regions, and increased public trust in the admission process. Conversely, if integration is not realized, the risks of data manipulation and unequal access to education will likely persist as systemic challenges.

The proposed policy recommendations emphasize the strengthening of information systems, enhancement of human resource capacity through continuous training, development of comprehensive operational procedures, inter-agency coordination, and improvement of digital infrastructure within educational institutions. Monitoring and evaluation should be conducted periodically through online reporting systems, school-level monitoring, and public participation. The success of this policy can be measured through the speed and accuracy of data verification as well as the reduction in the number of complaints received during the admission process.

The most appropriate policy to adopt is the development of a fully integrated system with Dapodik, supported by pilot implementation in selected schools and the use of domicile verification based on population data (NIK) and geographic information (GIS). This approach aligns with Indonesia's broader agenda for national digital education transformation while remaining adaptable to the local context of Bojonegoro, ensuring that innovation and inclusivity progress hand in hand.

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