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Implementation of Education Information System (SIMPATIKA) to Improve the Quality of Digital Human Resources for RA-Alfalah Teachers, Subang Regency

Salma Nurmalia[1], Uus Mohammad Darul Fadli[2]*, Ery Rosmawati[1]

[1] *Management Study Program, Faculty of Economics and Business, Buana Perjuangan University Karawang, Jl.HS Ronggo Waluyo, Teluk Jambe, Karawang 41361 West Java, Indonesia*

*Corresponding Author: uus.fadli@ubpkarawang.ac.id
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Abstract

Education has an important role in creating quality human resources, including in the context of early childhood education at RA Al-Falah. This study aims to analyze the implementation of the Education Information System (SIMPATIKA) in improving the quality of teachers' digital human resources. The research design uses a qualitative descriptive method to describe the phenomenon of SIMPATIKA implementation in the RA-Alfalah Educational Institution, Subang Regency. The research population consisted of school principals, teachers, and administrative staff, with a sample of six informants selected purposively. Data were collected through in-depth interviews and participatory observations and were analyzed interactively. The results show that although SIMPATIKA has the potential to improve the quality of education and administrative efficiency, a gap in teachers' digital abilities varies. Training and technology infrastructure limitations are the main obstacles to using SIMPATIKA. Therefore, further efforts are needed in training and infrastructure improvement to maximize the benefits of this system in improving the quality of teachers' digital human resources.

1. Introduction

Educational institutions play an important role in distributing knowledge and skills to students so that they can contribute to society. Education occurs in schools and through a lifelong process that includes experience, knowledge, and wisdom acquired formally, informally, and informally (Hasan et al., 2022). Different types of educational institutions, from elementary to tertiary levels, play an important role in this process. One of them is RA Al-Falah, which provides basic education for early childhood. Its rapid development, shown by the increase in the number of students, reflects its success in providing quality education as in Figure 1.

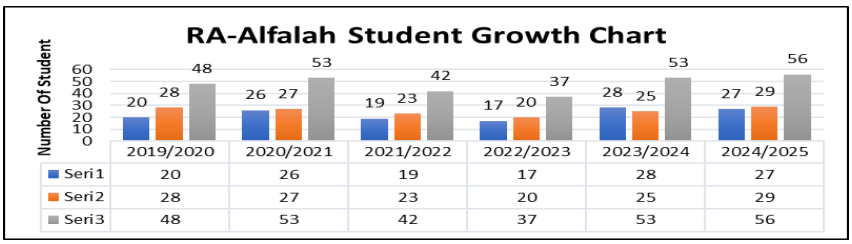

Figure 1 *RA-Alfalah student growth graph (Source: Ra-Alfalah, 2020-2024)*

The development of information technology in the era of the Industrial Revolution 4.0 is experiencing rapid progress and has a positive impact on various sectors, including education. Educational institutions must develop Management Information Systems (SIM) to improve the quality of education and prepare human resources to face global challenges (Siska, 2023). Therefore, educational institutions are required to be able to adapt to technology to improve the quality of educational services. One of the important efforts in this adaptation is the development of educators' digital competencies, especially teachers. This requires infrastructure support such as the internet, technological devices, and online platforms that facilitate access to learning resources. In addition, training and professional development programs focusing on using technology in learning are the key to improving teachers' digital skills (Fatimah et al., 2024). in the digital era, Teachers' digital skills are a determining factor in the performance of educational institutions (Putu Prema Swandewi et al., 2024).

Based on the initial interview results, the mastery of digital technology of RA teachers only reaches 60%, causing an imbalance between the demands of the times and the teachers' abilities. The research conducted by Usman et al. (2023) shows that the SIMPATIKA application has been well implemented in madrasahs in the Banyuasin Regency. However, many teachers do not fully understand its use and rely on school operators for data input. This is because there is no budget for socializing the application to teachers. Mansir (2020) has highlighted the low quality of educators in Indonesia and the lack of technology updates amid the Industry 4.0 Revolution. Zebua's findings (2023) reinforce this by identifying various challenges teachers face in the digital age, including digital literacy, social crisis, technological advancements, and technology-based learning media. Aprilia Putri and Agil Nanggala (2023) add that many teachers are still not proficient in using technology because many schools still lack internet/wifi access that all school members can access, and hardware limitations exist.

The analysis reveals a gap between previous research, which mentions the low quality of educators in Indonesia and the challenges of technology utilization in educational institutions. However, these studies do not specifically discuss the context of early childhood education, such as the case at RA Al-Falah. The novelty of this research lies in the importance of improving teachers' digital human resource quality in the face of the digital era, particularly within the environment of RA Al-Falah, Subang Regency, which has not been extensively explored in previous research. This research aims to analyze how implementing SIMPATIKA can enhance teachers' digital human resource quality at RA Al-Falah.

2. Literature Review

2.1 Human Resource Management

According to Sri Larasati (2018:5), Human Resource Management (HRM) is a crucial asset that must be carefully managed according to the organization's needs. Ni Wayan Dian Irmayani (2018) emphasizes that HRM is a way of managing the relationships and roles of employees to the fullest extent to achieve common goals, remembering that each employee is a human being, not just a business resource. Ida Farida (2021) adds that HRM encompasses planning, organizing, directing, supervising, and managing recruitment, development, compensation, and termination of employment to achieve organizational goals. Overall, HRM is one of the determining factors for the success of an organization's production (Larasati et al., 2024). Based on these definitions, Human Resource Management (HRM) manages employee relationships and roles to achieve organizational goals effectively and efficiently.

2.2 Educational Information System (SIMPATIKA)

The Education and Education Personnel Management System (SIMPATIKA) is a system developed by the Ministry of Education and Culture of the Republic of Indonesia to manage education and educator data in an integrated manner (Prijekson, 2024). Unlike SIMPATIKA, which the Ministry of Education and Culture manages, the Ministry of Religious Affairs (Kemenag) uses its own information system to record data on teachers and madrasah heads (Tazkiyah, 2022). This system continues the Padamu Negeri Program initiated by the Ministry of Education and Culture from May 2013 to June 2015, in collaboration with PT. Telkom Indonesia. SIMPATIKA supports various programs for PTK, including Biodata, Portfolio, Assistance, NRG, Certification, Teaching History, Inpassing, Mutation, and SKMT as well as SKBK Online (Mahakena et al., 2022). Based on the theory above, SIMPATIKA is an integrated information system developed by the Ministry of Education and Culture and the Ministry of Religious Affairs.

2.3 Digital Human Resources

Digital human resources uses digital technology to plan, organize, direct, and control human resources within an organization (Andi Asari, 2023). Strohmeier (2020) defines Digital Human Resources as the application of digital technology to plan, organize, lead, and control all aspects of human resource management within an organization. Meanwhile, according to N Lilis Suryani et al. (2024), Digital HR is a human resource management

strategy that utilizes digital technology, such as big data analytics, artificial intelligence, and digital platforms, to improve efficiency, productivity, and decision-making. Digital HR integrates technology with traditional principles to optimize talent and enhance company competitiveness in the digital era, driving transformation and increasing economic value.

2.4 Framework

SIMPATIKA is an integrated system of the Ministry of Education and Culture (Kemdikbud) and the Ministry of Religious Affairs (Kemenag) aimed at improving the efficiency of education and education personnel data, including teachers and certification. The measures of SIMPATIKA include system quality, usage level, user satisfaction, and effectiveness (Siska, 2023).

The definition of Digital Human Resources refers to a new approach to utilizing digital technology to enhance HR efficiency and ensure the availability of competent talent for achieving organizational goals. The dimensions to measure Digital HR include digital skills activities, technology adoption, and resistance (Pradana et al., 2023). The relationship between SIMPATIKA and the quality of digital human resources for teachers involves enhancing digital skills, which means that teachers need to learn and improve their digital competencies. Based on the above description, the author formulates the following framework in Figure 2.

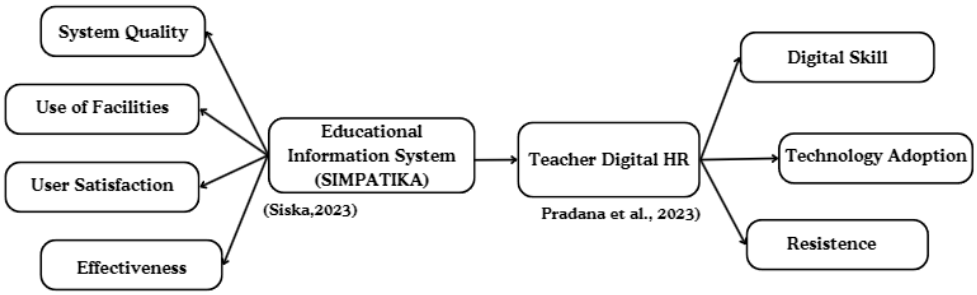

Figure 2 *Thinking Framework for the Implementation of Sympathy in Efforts Improving the quality of Digital HR*

Promotions

The research proposal on implementing SIMPATIKA to improve the quality of Digital Human Resources includes two main points. First, a good implementation of SIMPATIKA enhances teachers' ability to use digital technology, with a positive relationship between the quality of implementation and teachers' capabilities. Second, the active participation of teachers in using SIMPATIKA through training and regular use can improve the quality of their digital human resources and improve their technological capabilities. Data was collected through participant observation and in-depth interviews with teachers who were the subjects of the study.

3. Research Methods

The design of this study uses a qualitative descriptive approach to describe the phenomenon of SIMPATIKA implementation at the RA-Alfalah Educational Institution of Tanjungsalep Hamlet Rt.04/01, Jatimulya Village, Compreng District, which began on October 9, 2024. This method was chosen to describe and understand the current situation in the institution. The study population includes all individuals involved in implementing SIMPATIKA in RA-Alfalah, including school principals, teachers, and administrative staff. The research sample includes six informants: one principal, four teachers, and one administrative staff, selected through purposive sampling. Data were obtained from in-depth interviews, participatory observations (primary), and official documents of RA Al-Falah (secondary). Data collection was carried out in a structured manner to understand SIMPATIKA's implementation comprehensively.

To facilitate data collection as a guideline for interviews, a research protocol (Table 2) is used concerning the theory of Dan. As explained in the table below. (Siska, 2023) and (Pradana et al., 2023).

3.1 Operational Table Of Variables

To facilitate data collection as a guideline for interviews, a research protocol (Table 2) is used concerning the theory of Dan. As explained in the table below. (Siska, 2023) and (Pradana et al., 2023).

Table 1 *Variable Operations*

	Dimension	Data required	Report	Data collection
Variable (x) Educational Information System (SIMPATIKA)	System Quality	1. System Ability to Input Data 2. The system's ability to verify data and minimize input errors 3. Teachers' ability to understand procedures and maintain databases 4. Fault detection and handling mechanisms 5. Mechanism for Preventing Errors in Simpatic Performance Testing Data	Principal Teacher Administrative Staff	Interview Observation Recording tools Stationery Notebook Camera
	Use	6. Experience in the Use of Infrastructure in Educational Activities 7. Technical Barriers Faced by Teachers		
	Satisfaction	8. Ease and Benefits of Use 9. SIMPATIKA's ability to provide data and information		
	Effectiveness	10. SIMPATIKA's ability to reduce processing and administration time		
Variable (Y) Quality of Teachers' Digital Human Resources	Digital Skills	11. Digital skills capabilities 12. Increased confidence 13. Ability to understand the features and functions of SIMPATIKA 14. Frequency of use of Sympathy	Principal Teacher Administrative Staff	Interview Observation Recording tools Stationery Notebook Camera
	Technology Adoption	15. Teachers' interest in the SIMPATIKA feature 16. readiness and enthusiasm for the adoption of digital technology 17. Experience in using SIMPATIKA		
	Resistance	18. Challenges and obstacles to the adaptation process 19. Perception of increasing usage 20. Perception in reducing barriers and increasing effectiveness		

Miles and Huberman (1984) stated that activities in qualitative data analysis are carried out interactively and occur continuously until they are complete, so the data is saturated (Sugiyono, 2018) . The data analysis stage carried out by the researcher is the collection of research data through field observation. Next, the researcher conducted an in-depth interview. The next stage is data reduction, namely, conducting transcripts of interviews that have been carried out with six informants. Furthermore, the data collected from interviews, observations, and documentation are grouped based on the focus of the research problem. Data from interviews, observations, and documentation are presented narratively with theoretical support in Chapter II and previous research. Conclusions were drawn based on research questions and verified through source triangulation with six informants and method triangulation through interviews, observations, and literature studies. These steps are shown in Figure 2.

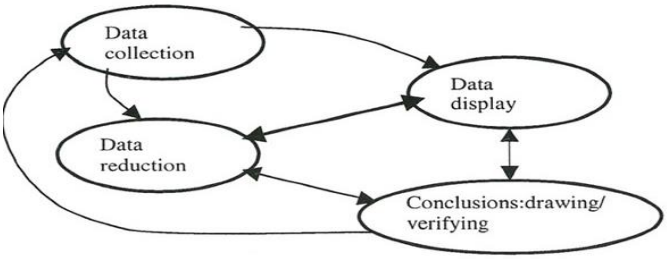

Figure 3 *Components in data analysis (interactive model) (Source: Sugiyono,2018)*

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4. Research Results and Discussion

4.1 Respondent Profile

This Study Involved six informants selected based on the criteria of at least 5 years of teaching experience and regular use of SIMPATIKA. The following are the profiles of the informants involved in this study.

Table 2 *Informant Profile*

Code	Position	Age	Education	Length of work
inf1	Principal	52 Years	S2	30 Years
inf [2]	Teacher	36 Years	S1	10 Years
inf [3]	Teacher	36 Years	S1	12 Years
inf [4]	Teacher	46 Years	S1	15 Years
inf [5]	Teacher	47 Years	S1	16 Years
inf [6]	Administrative Staff	30 Years	S1	8 Years

Research Result

Interview transcripts and analysis results are described in Table 3 and Table 4 below.

Implementation of Educational Information System (SIMPATIKA)

Table 3 *Research Results regarding Implementation of SIMPATIKA*

Indicator		Interview results	Analysis
System Verification	inf [1]	SIMPATIKA guarantees the accuracy of education data through a structured system and system integration.	Based on the interview results, SIMPATIKA has great potential to ensure data accuracy. However, to maximize its use, it must improve ease of use and provide more comprehensive system training and verification support for its users.
	inf [2]	SIMPATIKA guarantees data accuracy, but the system's complexity requires adaptation time.	
	inf [3]	SIMPATIKA is accurate, but getting used to its complicated system takes time.	
	inf [4]	The data accuracy is good, but SIMPATIKA needs to be easier to use.	
	inf [5]	The SIMPATIKA system is accurate but needs more training to be easy to use.	
	INF [6]	SIMPATIKA's data verification feature is accurate, but the understanding of its features needs to be improved.	
Understanding Database Processing and Maintenance	inf [1]	Suboptimal teacher understanding hinders the potential of SIMPATIKA to improve the quality of educational data.	Based on the interview results, although SIMPATIKA has the potential to improve the quality of education data, challenges in understanding and using the system need to be overcome through better training, clear procedures, and the development of a more user-friendly system.
	inf [2]	The complexity of SIMPATIKA leads to data input errors due to a lack of understanding of procedures and database maintenance.	
	inf [3]	SIMPATIKA is complicated, instructions are unclear, and training is insufficient, so data input errors often occur.	
	inf [4]	Because the system is complex, I often enter the wrong data. More detailed guidance and intensive training on the correct data entry procedures are needed.	
	inf [5]	Lack of training and less user-friendly systems lead to data input errors.	
	INF [6]	SIMPATIKA is good, but teachers often input the wrong data because they do not understand the procedures and maintenance of the database.	
Data Error	inf [1]	SIMPATIKA has data validation features and a data monitoring system that is quite helpful.	Based on the interview results, SIMPATIKA has an effective data validation feature in detecting and reducing data input errors, especially simple ones. This feature is very helpful in improving the
	inf [2]	SIMPATIKA data validation detects input errors.	
	inf [3]	SIMPATIKA is indeed effective in reducing common input errors. The data validation feature is quite helpful.	
	inf [4]	SIMPATIKA is quite effective in reducing simple input	

		errors.	accuracy and quality of
	inf 5	SIMPATIKA is quite effective; its system helps prevent common data errors.	educational data, although users still need to be trained to
	INF 6	SIMPATIKA is effective in reducing data errors, especially simple input errors.	maximize its use.
	inf 1	Computer limitations hinder teachers' and staff's access to SIMPATIKA.	Based on the interview results,
Infrastructure	inf 2	Limited computer access hinders online learning, so laptops are needed per teacher.	the limitations of computers in schools are the main obstacle to teachers' and staff's access to
	inf 3	Inadequate school computers hinder access to SIMPATIKA.	and use of SIMPATIKA. To improve the system's
	inf 4	Slow and small-capacity school computers hinder the use of SIMPATIKA.	effectiveness, more attention must be paid to the
	inf 5	Schools' lack of adequate computers is a major obstacle in accessing SIMPATIKA.	technological infrastructure, including providing adequate
	INF 6	Limited computers hinder the use of SIMPATIKA by teachers and staff.	devices and increased accessibility.
User experience	inf 1	SIMPATIKA access makes it easier to disburse allowances for remote honorary teachers.	Based on the interview results,
	inf 2	SIMPATIKA makes monitoring and distributing remote honorary teachers' allowances easier.	SIMPATIKA is an effective system that simplifies and
	inf 3	SIMPATIKA accelerates and makes it easier to monitor the distribution of benefits.	accelerates the process of monitoring and distributing
	inf 4	SIMPATIKA simplifies a previously complicated process.	allowances for remote honorary teachers. This system simplifies
	inf 5	SIMPATIKA simplifies the monitoring and distribution of benefits.	processes, increases efficiency, and provides easier access for
	INF 6	SIMPATIKA streamlines the distribution of honorary teacher allowances through integrated data.	honorary teachers in remote areas.
Data and Information	inf 1	SIMPATIKA data validation ensures the effectiveness of education data management.	Based on the interview results,
	inf 2	SIMPATIKA supports school data-based decision-making, such as determining remedial or enrichment programs.	SIMPATIKA is an effective system for providing accurate and relevant data for data-based decision-making in
	inf 3	SIMPATIKA's data supports targeted decision-making.	schools. This system helps
	inf 4	SIMPATIKA data (test scores, report cards) is relevant for planning enrichment programs.	increase the effectiveness of education data management
	inf 5	SIMPATIKA data (grades, attendance) relevant for remedial programs	and plan more targeted programs.
	INF 6	SIMPATIKA provides accurate data for planning at RA Alfalah.	

Quality of Teachers' Digital Human Resources

Table 4 *Research Results regarding Quality of Teachers' Digital Human Resources*

Indicator		Interview Results	Analysis
Digital Capabilities	inf 1	SIMPATIKA's digital skills in schools are not evenly distributed, especially among senior teachers.	Based on the interview results,
	inf 2	SIMPATIK's abilities are different between teachers. I am easy to understand the use of technology, but there are obstacles to SIMPATIK's guidance here.	SIMPATIKA has the potential to improve the quality of education, but the digital skills gap among teachers is a
	inf 3	SIMPATIKA is good; as a young teacher, I adapt quickly, but the lack of guidance is an obstacle.	significant obstacle. To address these issues, structured
	inf 4	SIMPATIKA needs enough digital skills; I am one of the limited ones.	training, additional support, and an approach tailored to each
	inf 5	Even though I'm a senior teacher, I still need additional guidance.	teacher's needs are needed.
	INF 6	The digital skills of senior teachers need more guidance.	

Understanding	inf [1]	Teachers' understanding of SIMPATIKA features is diverse, many of which require additional training.	Based on the interview results, many teachers' understanding of SIMPATIKA requires additional training. To improve the system's effectiveness, more intensive, easy-to-understand, and tailored training is needed to meet the individual needs of each user, both teachers and administrative staff.
	inf [2]	My understanding of SIMPATIKA is still limited, and more intensive training is needed.	
	inf [3]	I understand a small amount of technology, but I still need training.	
	inf [4]	Due to my limited understanding of technology, I sometimes have difficulty using SIMPATIKA.	
	inf [5]	My limited technological capabilities are sometimes always confused using today's technology.	
	INF [6]	Administrative staff understand SIMPATIKA better than teachers but still need training on specific features.	
Behavior	inf [1]	SIMPATIKA administration is good, but its use for learning is not optimal.	Based on the interview results, there are behaviors related to the use of SIMPATIKA; the informant acknowledged the efficiency of SIMPATIKA for administration but showed resistance to its learning features. Prefer conventional methods due to lack of familiarity or lack of training. Although SIMPATIKA is used regularly, the use of its learning features is still limited.
	inf [2]	SIMPATIKA is used regularly, but its learning features are not optimal. Still using conventional methods.	
	inf [3]	Accustomed to conventional methods, SIMPATIKA helps data, but the learning features are not optimal.	
	inf [4]	SIMPATIKA is efficient for student data, but learning is still conventional because the features are less familiar.	
	inf [5]	I am more comfortable with conventional methods because I am not good at technology.	
	INF [6]	SIMPATIKA streamlines school administration.	
Interest and readiness of technology	inf [1]	Enthusiasm for SIMPATIKA's features is high, but additional training is still needed.	Based on the interview results, although there is high enthusiasm for the SIMPATIKA feature, additional training is urgently needed to improve teachers' understanding and ability to use technology.
	inf [2]	I want to use SIMPATIKA technology for more exciting learning, but I need more guidance.	
	inf [3]	The enthusiasm is there, but I do not have any more abilities for SIMPATIKA.	
	inf [4]	Many teachers are interested because they are all practical, but they are not technologically proficient on average.	
	inf [5]	Interest is there, but I need to learn a lot for readiness, not for a while.	
	INF [6]	The interest in SIMPATIKA's features for data is high, but many need training, including me.	
Resistance	inf [1]	SIMPATIKA is efficient for administration but needs training and technical support for learning.	Based on the interview results, SIMPATIKA's administration efficiency, especially grade and attendance input. However, its learning features face resistance from teachers due to complexity and lack of training and technical support.
	inf [2]	Entering SIMPATIKA grades and attendance is easy for me; the learning features need training.	
	inf [3]	SIMPATIKA's grade input and attendance features are easy; you can learn without guidance.	
	inf [4]	SIMPATIKA Input grades are easy, but the learning features are complicated and cause resistance.	
	inf [5]	SIMPATIKA helps administration, but resistance and complicated learning features hinder its optimal utilization.	
	INF [6]	SIMPATIKA is easy to administer, but system integration needs to be improved.	

5. Discussion

5.1 Information System Implemention (SIMPATIKA)

The analysis results show that the SIMPATIKA System Quality improves data accuracy and education data quality. However, challenges in understanding and using the system must be overcome through clear procedures and the development of a more user-friendly system. In addition, SIMPATIKA is equipped with data validation features that effectively detect and reduce input errors, especially simple ones. Nonetheless, better

training support is urgently needed to maximize the use of this system. Furthermore, using computer facilities in schools is the main obstacle to teachers and administrative staff accessing and utilizing SIMPATIKA, which results in difficulty accessing data and using system features. Therefore, by improving technological facilities, such as increasing the number of computers, schools can ensure that teachers and staff can access SIMPATIKA more easily and efficiently. In addition, user satisfaction simplifies and accelerates the process of monitoring and distributing allowances for honorary teachers in remote areas. By simplifying the process, the system improves efficiency and provides easier access for honorary teachers in hard-to-reach locations. Based on user experience, the ease of use of SIMPATIKA allows them to manage and receive benefits more quickly and transparently, supporting their overall well-being.

Finally, the effectiveness of SIMPATIKA Management is an effective system for providing accurate and relevant data and information for data-based decision-making in schools. This system plays an important role in improving the efficiency of education data management and helping to plan more targeted programs. With access to complete data, schools can make better decisions and support the development of more effective education. These findings show a gap between the potential of SIMPATIKA and the ability of teachers to utilize it. Therefore, improving the quality of teachers' digital human resources depends not only on technology but also on teachers' ability to operate it. This research supports the findings (Usman et al., 2023) about the constraints of teacher understanding and the limitations of infrastructure, which align with the findings of Aprilia Putri et al. (2023) regarding hardware that hinders the use of technology.

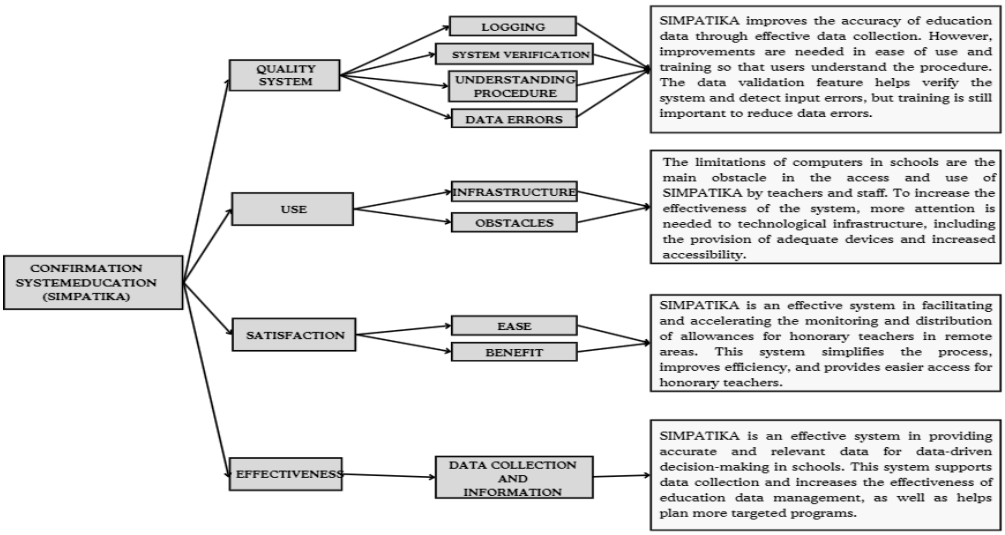

Figure 4 *Educational Information System Image Model (SIMPATIKA)*

5.2 Quality Of Teacher's Digital Human Resources

The results of the analysis show that teachers' digital skills have the potential to improve the quality of education, but the gap in digital skills among teachers is an obstacle. Many teachers need additional training to understand this system well. For effective use, intensive training that is easy to understand and tailored to individual needs is required. The informant acknowledged the efficiency of SIMPATIKA in administration but resisted its learning features, preferring conventional methods because they were less familiar. Even though it is used regularly, the use of the learning feature is still limited. Despite the high enthusiasm for the SIMPATIKA feature, additional training is essential to improve teachers' understanding and skills in using technology. With the right training support, teachers can more effectively utilize this system, thereby improving the overall quality of education. SIMPATIKA has proven to be efficient in administration, especially in managing grade input and attendance. However, its learning features face teacher resistance, which is caused by the complexity of use and the lack of adequate training and technical support. To overcome this challenge, a more structured approach is needed in training so that teachers can be more confident and optimal in utilizing all available features, including learning aspects, as discussed by Mansir (2020) and Zebua (2023). Therefore, improving the quality of teachers' digital human resources requires a holistic approach that includes comprehensive training, infrastructure improvement, and strategies to overcome resistance to new technologies through the concept of digital human resource management that emphasizes the importance of developing digital skills in organizations (Strohmeier, 2020).

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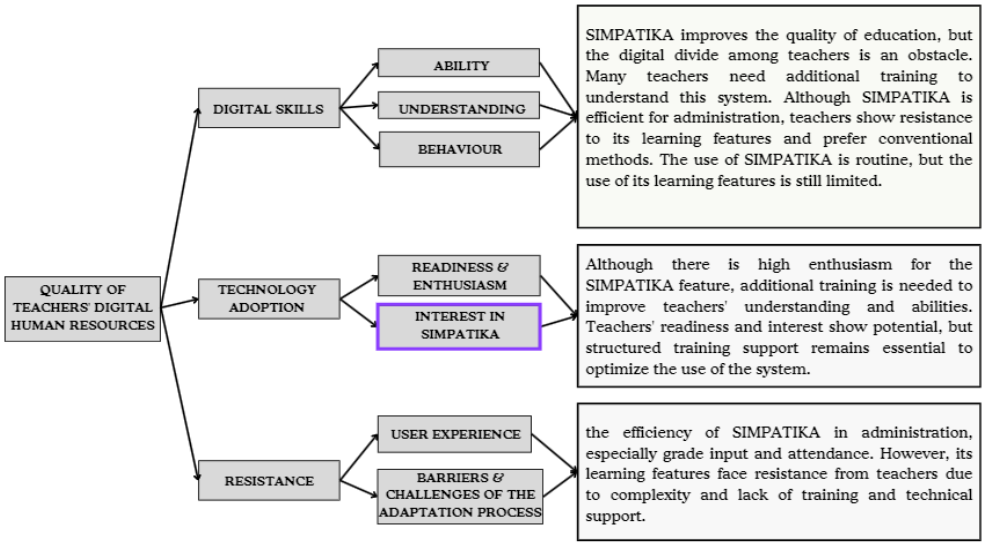

Figure 5 *Teacher Digital HR Quality Image Model*

5.3 Relationship (SIMPATIKA) and Quality Of Teacher's Digital Human Resources

SIMPATIKA Education Information System has an important role in improving the quality of teachers' digital human resources (HR). The relationship between SIMPATIKA and teachers' digital human resources quality can be seen through various aspects, such as system quality, facility use, user satisfaction, and effectiveness. Each of these aspects affects the development of digital skills, technology adoption, and the level of resistance of teachers to the use of technology in learning. The following figure further explains the relationship between SIMPATIKA and the quality of teachers' digital human resources, how system quality, facility usage, satisfaction, and effectiveness affect digital skills, technology adoption, and teachers' resistance to SIMPATIKA.

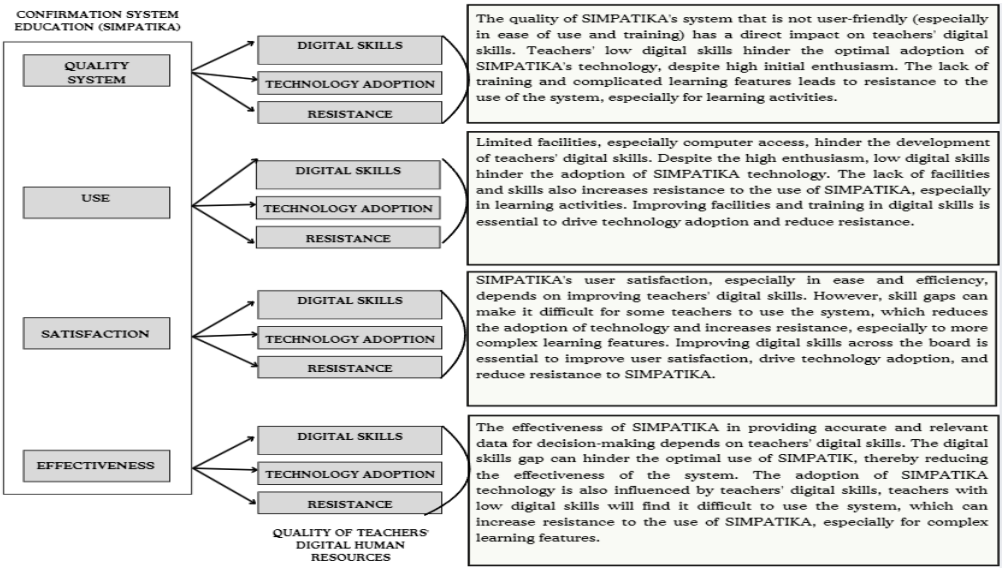

Figure 6 *Relationship Relationship Image Model (SIMPATIKA) Towards the Quality of Teachers' Digital Human Resources*

6. Conclusion

The conclusion of this study shows that the quality of the SIMPATIKA system is not user-friendly, and teachers' low digital skills significantly impact technology adoption among educators. Despite the high enthusiasm for using SIMPATIKA, the lack of adequate training and facilities hinders the development of the necessary digital skills. This results in resistance to the use of the system, especially in the context of learning. To increase user satisfaction and the effectiveness of SIMPATIKA, efforts are needed to improve teachers' digital skills through effective training programs and adequate facilities.

7. Implications

These findings have implications for teachers, including the need for more comprehensive and tailored training and improved technological infrastructure. Continuous training is also essential so that teachers can continue to update and improve their digital skills. These steps are expected to maximize the use of SIMPATIKA, thereby improving the quality of education. Further research is suggested to explore effective strategies for overcoming obstacles to implementing educational technology.

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Conflict of Interest

The authors declare no conflict of interest regarding the paper's publication.

Author Contribution

The authors confirm contribution to the paper as follows: **study conception and design**: E.U.R., U.M.D.F., and E.R.; data collection: E.U.R., U.M.D.F., and E.R.; **analysis and interpretation of results**: E.U.R.., U.M.D.F. and E.R.; **draft manuscript preparation**: E.U.R., U.M.D.F., and E.R. All authors reviewed the results and approved the final version of the manuscript.

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