
Assistance in Filling in Madrasah Digital Report Cards for Madrasah Ibtidaiyah Miftahul Ulum Teachers in Bintan Regency

Ediyansyah¹, Zulhamdan², Dwi Setyaningsih³, Yuliyani Lestari Dacosta⁴

¹STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia; ediyansyah@stainkepri.ac.id

²STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia; zulhamdan@stainkepri.ac.id

³STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia; dwi_setyaningsih@stainkepri.ac.id

⁴STAIN Sultan Abdurrahman Kepulauan Riau, Indonesia; yuli64722@gmail.com

Article history

Received: 29/06/2026 Revised: 05/09/2026 Accepted: 06/09/2026

Abstract

Filling out the Madrasah Digital Report Card (RDM) is an important part of evaluating student learning outcomes. However, at Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency, only 20% of teachers are able to operate RDM, while the other 80% still use manual methods. This service aims to improve teachers' competence in using RDM through training and mentoring. The method used is Participatory Action Research (PAR) which involves teachers directly in filling out RDM. The stages of service include preparation, implementation, and evaluation. The training was carried out at the Madrasah Ibtidaiyah Miftahul Ulum Kawal Hall with 21 teachers. The training material included how to access and use the RDM application, as well as the practice of filling out digital report cards. The results of the training showed that 87% of teachers responded positively to the use of RDM. Teachers found it easier and more efficient to fill out digital report cards compared to manual methods. Monitoring and evaluation are carried out to find out the extent of teachers' understanding of the use of RDM. Questionnaires are given to teachers to measure the level of satisfaction and effectiveness of training. Assistance in filling out RDM helps improve teachers' competence in learning evaluation. It is recommended to continue this service on an ongoing basis so that all teachers can operate this application properly.

Keywords

Digital Report Card (RDM); Digital Learning Evaluation; Participatory Action Research (PAR); Digitalization of Education.



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

1. BACKGROUND

In education management there are *planning, organizing, actuating and evaluating*. Therefore, the process of filling out the Madrasah Digital Report Card is part of the education component itself and must be carried out. Evaluation of learning outcomes is an interrelated series in the educational process (Aisidah & Anam, 2020). The necessity of carrying out learning outcome assessments is emphasized in the Regulation of the Minister of Education and Culture Number 66 of 2013 concerning Educational Assessment Standards that assessment standards, which aim to ensure: (1) Student planning in

accordance with the competencies achieved based on assessment principles, (2) Implementation of student assessments in a professional, open, educational, effective, efficient, and in accordance with socio-cultural contexts, and (3) Reporting of student assessment results in an objective, accountable and informative manner (Nurdin & Musthofa, 2020).

Referring to the above law, one of the points of student assessment is open, therefore every student learning result must be accessible to parents at home or the wider community. Thus, Madrasah should fill out Digital-based report cards. This is important considering that as the era develops, education is required to be able to use technological media (Mustopa et al., 2021).

These principles are in accordance with the assessment management standards regulated by law. The advantages of formulating these principles can be applied with internet applications (Pratama et al., 2022). It is undeniable that the internet has developed so quickly and has become part of people's lives. It is almost certain that all members of society know the world of the internet. The impact of this is that schools and madrassas must be able to utilize technology in order to improve the performance and disclosure of public information that can be accessed by anyone (Saputro et al., 2023).

One of the indicators of quality schools or madrasahs is public involvement in responding to educational institutions (Rahman, 2012). In this case, the Ministry of Religion through the Directorate General of Islamic Education launched the Madrasah Digital Report Card (RDM) application. RDM is an application in order to record and administer Madrasahs, and is stored in *Database* Ministry of Religion so that this can be a data that can be accessed at any time and at any time (Hida, 2022).

This application can also be accessed when *Offline* so that it has *double* functions in the form of *online* and *Offline*. Thus this application can be relied on (Effendi et al., 2021). Thus, it can be concluded that RDM is a report card application based on *online* which requires teachers' skills in using technology and the internet. The results of learning evaluations are reported periodically for a certain period of time, for example within the period of each semester (Bhakti et al., 2022). The process of reporting the results of student learning evaluation is usually termed the distribution of report cards. It is hoped that the reporting of student learning results can provide an overview of the development of student learning activities that can be accessed by parents (Mada et al., 2022).

A teacher is expected to have competence in using the Madrasah Digital Report application, this must be supported by adequate resources and infrastructure (Harianto & Wiguna, 2021). Without all of that, filling out the Madrasah Digital Report Card will be difficult, including at Madrasah Ibtidaiyah Miftahul Ulum in Bintan Regency.

Based on the results of interviews with Madrasah Ibtidaiyah Miftahul Ulum in Bintan Regency, only 20% of teachers who teach can operate the Digital Madrasah Report Card, the remaining 80% including the category of not being able to operate the Digital Madrasah Report Card. 80% of these teachers still fill out the report card manually. This shows that the competence of teachers in filling out the Madrasah Digital Report Card is still lacking, so it is necessary to carry out training or mentoring.

This is a serious concern from the school to overcome the constraints of teachers' human resources in utilizing the Madrasah Digital Report Card. As a result of this service, it is hoped that all 20 teachers will be able to operate the Madrasah Digital Report.

2. METHODS

This community service activity uses the participatory action research methodology. Participatory action research is a research and community service approach that involves the community or target group as an active participant throughout the process (starting from problem identification and action planning, implementation and evaluation, to reflection on the results achieved) (Kindon et al., 2007). This methodology was chosen because the activity not only aims to provide knowledge about digital reporting in religious schools, but also to encourage teachers to participate directly in overcoming the technical obstacles faced during the process of data input, processing, and completion of digital reports.

This community service activity was carried out at Madrasah Ibtidaiyah (MI) Miftahul Ulum Kawal in Bintan Regency, with the target of teachers who are responsible for managing and completing school digital reports. The location was chosen based on the teacher's need for technical assistance related to the digital reporting system (especially regarding student data input, grade input, description of learning outcomes, subject data management, data validation, and the creation or printing of reports in accordance with applicable regulations). The participatory approach allows teachers to go beyond theoretical learning; this approach provides an opportunity for them to gain hands-on experience through practice and problem-solving tailored to the specific conditions they face in religious schools (Kemmis et al., 2013).

The implementation of this activity refers to the PAR cycle which includes several stages: problem identification (diagnosis), action planning, action implementation, observation and evaluation, and reflection. This cycle has flexible characteristics, which allows for the improvement of actions based on the results of evaluation at each stage of the activity. In PAR, the process of action and reflection takes place cyclically, allowing for immediate handling of the identified problems through an agreed solution (Reason & Bradbury, 2001).

a. Problem Identification Stage

The first stage is carried out through initial observation, interviews, and discussions with school principals and teachers. This stage aims to assess the level of teachers' understanding and skills related to the use of school digital report card applications or systems. The assessment also focuses on various obstacles faced by teachers, such as difficulties in the login process, entering student data and scores, compiling descriptions of learning outcomes, managing subject matter, synchronizing or validating data, and printing report cards.

At this stage, the community service team works closely with the teachers to conduct a needs analysis and adapt the guidance materials to the real conditions in the school. The basic principle of participatory research is that the problem-solving process should be developed through the active participation of the target group, not simply determined by the community service team (Kemmis et al., 2013).

b. Action Planning Stage

Based on the findings from the problem identification stage, the service team (in collaboration with the school administration) prepares a mentoring plan. This plan includes the selection of materials, activity schedules, equipment needs, division of tasks, and evaluation framework. Mentoring materials are developed through a step-by-step practical approach, including a digital reporting system, data preparation, value input, preparation of narrative descriptions, review and validation of data, to the final stage in the form of printing or finalizing reports. At this stage, a practical guide is prepared that serves as a reference for teachers, both during and after the mentoring activities. This collaborative planning is expected to foster a sense of ownership of the program while ensuring that all activities are aligned with the needs of the participants (Reason & Bradbury, 2001).

c. Implementation and Assistance Stage

The implementation stage includes a combination of material delivery, demonstrations, direct practical training, discussions, and guidance both individually and in groups. At first, the community service team explained the functions and steps of using digital report cards. Next, the team demonstrated the process of filling out the report cards using the participant's own computer or laptop.

After the demonstration, the teachers conducted hands-on practice using the data and calculations that had been prepared. The community service team provided ongoing assistance during the training, as well as assisting teachers whenever they encountered technical errors or obstacles. This hands-on hands-on guidance approach was chosen because digital systems skills are more effectively developed through practical experience than through the delivery of purely theoretical material.

This approach is in line with the principle *Learning by doing* (learning by doing), a learning method that emphasizes the direct participation of individuals in real-world experiences. In the context of effective participatory research, these activities are not seen as one-way activities flowing from the

community service team to the community; but rather as a collaborative process that aims to bring about change based on the needs of the target group (Kemmis et al., 2013).

d. Observation and Evaluation Stage

Observations were carried out throughout the mentoring process to assess the development of teachers' skills in using digital report cards. The aspects observed included teachers' ability to access the system, manage data, enter grades, complete descriptions of academic achievements, conduct data validation checks, and complete the digital reporting process.

The assessment is carried out through practical observation, question and answer sessions, discussions, and comparison of participants' abilities before and after the mentoring activities. The evaluation not only includes the successful completion of the report card, but also focuses on the teacher's ability to solve technical problems independently. In participatory research methodology, assessment is an integral part of the collaborative learning process, as the results of the intervention are the basis for determining the next improvement steps (Stringer, 2014).

e. Reflection Stage

The evaluation stage is carried out collaboratively by the community service team, principals, and teachers after the mentoring activities are completed. This evaluation aims to assess the success of the activity, identify any remaining obstacles, determine topics that require further study, and measure the need for additional assistance.

The results of the evaluation are the basis for determining follow-up steps. If teachers still face difficulties in certain aspects, they will be provided with follow-up assistance and practical training. Thus, collaborative knowledge management activities do not stop at the training stage, but also contribute to the process of continuous improvement. This cycle of action and evaluation is a fundamental characteristic of participatory research that aims to encourage change through participatory and collaborative processes (Kindon et al., 2007).

f. Data Collection and Analysis Techniques

Data on educational knowledge management activities were collected through observation, interviews, documentation, discussions, and practice assessments. Observations were used to evaluate teachers' skills during the digital reporting process. Interviews and discussions aimed to unearth information about teachers' experiences, challenges, and needs. Documentation (which includes photos, implementation notes, and participants' work results) was used to complete the activity data.

Data was analyzed descriptively and qualitatively through the stages of data reduction, data presentation, and conclusion drawn. Data from observations, interviews, and documentation were categorized based on themes (such as teacher understanding, technical skills, challenges in using the system, participants' responses, and skill improvement after receiving guidance). The analysis was

carried out continuously during the activity, so that the results of the assessment can be the basis for improvement in the next stage (Miles et al., 2014).

The success of this activity is determined based on several indicators: (1) increased teachers' understanding of the function of digital reporting and its processing stages; (2) increased teachers' ability to enter data and grades; (3) increased teachers' capacity to complete and validate the reporting process; (4) reduced technical errors during the completion process; and (5) greater teacher independence in completing digital reports. Based on these indicators, these knowledge and skills management activities are expected not only to result in an increase in knowledge, but also an increase in practical skills that can be applied continuously at Madrasah Ibtidaiyah Miftahul Ulum Kawal.

3. RESULTS AND DISCUSSION

3.1 Results

Community Service (PkM) carried out at Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency is one of the madrasah educational institutions that is currently carrying out digital learning evaluations of students' learning performance using the Madrasah Digital Report Card (RDM) application. The goal of the research team through this service is to strengthen digital literacy and offer significant solutions for teachers at Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency through training in filling out Madrasah Digital Report Cards (RDM).

In the initial stage, the PkM team conducted a survey first to Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency. This activity aimed to find out the conditions in the field related to the use of RDM. At this stage, the PkM team met with the Head of Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency and asked directly about the use of RDM in the madrasah. Based on the results of the interview, the PkM team obtained data that only 20% of teachers who teach can operate the Digital Madrasah Report Card, the remaining 80% including the category of not being able to operate the Digital Madrasah Report Card. 80% of the teachers are still filling out the report card manually. This shows that the competence of teachers in filling out the Madrasah Digital Report Card is still lacking, so it is necessary to carry out training or assistance. Therefore, the Leader of Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency very much welcomes this training activity.



Figure 1. Joint Service Survey Activities
Head of Madrasah Ibtidayah Miftahul Ulum Guards Bintan Regency

Next, the next stage is the implementation of training. At this stage, the PKM team conducted training for 20 MIS teachers at Madrasah Ibtidayah Miftahul Ulum Kawal, Bintan Regency. The teachers were very enthusiastic in receiving the material. Some of them were already familiar with RDM, but there were also those who were using RDM for the first time so they needed to be accompanied in practice. Furthermore, the teachers practiced making presentations using RDM. The presentations made by the teachers were presentations that were in accordance with the subjects being taught.

The schedule of training activities using RDM for MIS Teachers Madrasah Ibtidayah Miftahul Ulum Kawal Bintan Regency can be seen as follows:

Table 1. Schedule for the Implementation of Service

Yes	Material	Time
1	Remarks from the Service Team and the Madrasah	09.00-09.30 WIB
2	Assistance in filling out Madrasah Digital Report cards for Madrasah Ibtidaiyah Miftahul Ulum Kawal teachers in Bintan Regency	09.30-15.00 WIB

Then this training was attended by the MIS Teacher of Madrasah Ibtidayah Miftahul Ulum Kawal Bintan Regency can be seen in the following picture:



Figure 2. Service Implementation Activities

At this stage, the PkM team conducts monitoring and evaluation (monev). This monitoring and evaluation activity aims to find out the extent of teachers' understanding of the use of the RDM and P5PPRA applications. Here, the PkM team discussed the obstacles faced by teachers in making

presentations using RDM and provided a lot of input on the results of teachers' practices in making presentations using RDM and P5PPRA. Furthermore, the PkM team provided questionnaires to teachers to find out the level of satisfaction in using the RDM application as a tool in creating learning media.



Figure 3. Service Monitoring and Evaluation Activities

3.2 Discussion

To find out the success of the implementation of Community Service, the service provider conducted a questionnaire with the following results:

Table 2. Results of the Teacher Perception Questionnaire on the Use of RDM

Yes	Questions	Average Achievement (%)			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	I prefer to use RDM rather than manual assessment	90%	10%		
2	Using RDM makes it easier for me to assess various learning outcomes	85%	15%	-	-
3	I can do the assessment automatically	100%	0%	-	-
4	I'm already actively using RDM	70%	30%		
5	Using RDM spurred me to learn more Technology	100%	0%	-	-
6	With RDM, I can open and access students' grades automatically	75%	25%	-	-
7	Using RDM can see grades per subject	85%	15%	-	-
8	The menu on RDM makes it very easy for me to communicate about student assessments	85%	15%	-	-
9	I understand the use of RDM very well	90%	10%	-	-
Average		87%	13%	0%	0%

Based on the results of the analysis of the Perception of MIS Teacher Perception questionnaire Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency on the use of the RDM application in making learning evaluations, it can be concluded that as many as 87% of teachers responded positively to the implementation of RDM training. In more detail, the results of the analysis are as follows: 90% strongly agree that teachers prefer to use RDM rather than manual assessments, 85% strongly agree that

using RDM makes it easier for teachers to assess various learning outcomes, 100% strongly agree that teachers can do assessments automatically, 70% strongly agree that teachers are already actively using RDM, 100% strongly agree that using RDM spurs me to learn more Technology, 75% strongly agree that with RDM I can open and access student grades automatically, 85% strongly agree that using RDM can see grades per subject, 85% strongly agree that the menu on RDM makes it very easy for teachers to communicate about student assessments, 90% strongly agree that teachers really understand the use of RDM.

From the average, it can be seen that 87% strongly agree, 13% agree and 0% disagree and 0% answer strongly disagree. From the above average results, it can be concluded that teachers strongly agree that filling out the Madrasah Digital Report Card (RDM) helps them in making learning evaluations.

4. CONCLUSION

This study concludes that the assistance in filling out digital report cards for teachers of Madrasah Ibtidaiyah Miftahul Ulum Kawal Bintan Regency is carried out through several strategic steps, including: a) Initial training, this activity begins with intensive training to introduce teachers to the Madrasah Digital Report Card system. This training includes how to access and use the platform, as well as the available features; b) Practical mentoring, after the training, the mentoring is carried out directly when the teacher fills out the Madrasah Digital Report Card. The mentor provides guidance and answers questions that arise during the filling process; c) Problem solving: the mentoring also includes the identification and resolution of problems that teachers may face, such as technical difficulties or understanding of assessment criteria. d) Evaluation and feedback, after the process of filling out the report card, an evaluation is carried out to get feedback from teachers regarding the system used. This helps in improving the system and the mentoring process in the future; e) Continuous monitoring, mentoring is not only temporary; continuous monitoring is carried out to ensure teachers are comfortable with the system and to support them in the long term; f) Provision of resources: Teachers are given access to additional resources, such as user guides and video tutorials, that they can use for independent learning.

Through this approach, it is hoped that teachers can be more easily and effectively in managing the Madrasah Digital Report Card, which in turn can improve the quality of education in the madrasah. The steps to fill out the digital report card for Madrasah Ibtidaiyah Miftahul Ulum Kawal teachers in Bintan Regency generally include: a) System access, by logging into the madrasah digital report card platform using the username and password that has been provided; b) Select the class and student, select the class to fill out the report card and select the name of the student to be input the score and

other information; c) Input academic grades, enter grades for each subject in accordance with the assessment criteria that have been set and ensure that the grades entered are accurate and in accordance with the results of the evaluation; d) Attitude and behavior input, fill in sections related to students' attitudes and behaviors, such as attendance, discipline, and participation in class; e) Special notes, add special notes if needed, such as recommendations for improvement or reinforcement in certain areas; f) Review and verify, review all data that has been entered to ensure there are no errors, and verify with colleagues or mentors if necessary; g) Save and submit, after making sure all data is correct, save and submit a digital report card for further processing; h) Monitoring and feedback, monitor the status of filling out the report card and receive feedback from the madrasah or system if there are improvements that need to be made; i) Data storage, make sure all data is stored properly in the system for future access, both for evaluation and reports.

By following these steps, teachers can fill out digital report cards effectively and efficiently.

REFERENCES

- Aisidah, S., & Anam, S. (2020). Assistance for Digital Report Card Application at Madrasah Ibtidaiyah Miftahul Jinan Wonoayu Sidoarjo. *EL-BANAT: Journal of Islamic Thought and Education*, 10(2), 254–279. <https://doi.org/10.54180/elbanat.2020.10.2.254-279>
- Bhakti, Y. B., Awaludin, A., & Chusni, M. M. (2022). *Aspects—Valuation aspects* (pp. 71–100). Star of the Media Universe. <https://digilib.uinsgd.ac.id/67021/>
- Effendi, H., Purnama, J., Melani, Y. I., & Mayah, V. (2021). Training on the Use of Microsoft Excel as a Report Card Data Processor at SMK PGRI I Palembang. *Journal of Community Services*, 5(1), 178–182. <https://doi.org/10.22437/jkam.v5i1.14098>
- Hariato, W., & Wiguna, A. S. (2021). Training on the Use of E-Raport for SMK Negeri 1 Kepanjen. *At-Tamkin: Journal of Community Service*, 4(2), 27–35. <https://doi.org/10.33379/attamkin.v4i2.969>
- Hida, Y. (2022). Teachers' Perception of the E-Report Application (Case Study of SMP Negeri 1 Gorontalo Regency). *Journal of Education and Counseling*, 4(5), 277–285. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.8153>
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The Action Research Planner: Doing Critical Participatory Action Research*. Springer Science & Business Media.
- Kindon, S., Pain, R., & Kesby, M. (2007). *Participatory Action Research Approaches and Methods: Connecting*

People, Participation and Place.

- Mada, G. S., Luan, F., Sikas, O. R., & Dethan, N. K. F. (2022). Training on Making E-report Applications Using Microsoft Office Excel for Elementary School Teachers in the Insana Fafinesu Area. *JATI EMAS (Journal of Engineering and Community Service Applications)*, 6(3), undefined-undefined. <https://doi.org/10.36339/je.v6i3.631>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Mustopa, A., Jasim, J., Basri, H., & Barlian, U. C. (2021). Analysis of Educational Assessment Standards. *Journal of Educational Management*, 9(1). <https://doi.org/10.33751/jmp.v9i1.3364>
- Nurdin, M. A., & Musthofa, A. H. (2020). Application of Madrasah Digital Report Card in Student Learning Outcome Assessment. *eL Bidayah: Journal of Islamic Elementary Education*, 2(1), 67–78. <https://doi.org/10.33367/jiee.v2i1.1041>
- Pratama, M. A., Penpanani, Y., & Suherli, N. (2022). Implementation of the Madrasah Digital Report Card Application (RDM) in Student Learning Outcome Assessment. *Journal of Media and Educational Technology*, 2(2), 91–97. <https://doi.org/10.23887/jmt.v2i2.49381>
- Rahman, K. A. (2012). Improving the Quality of Madrasah Through Strengthening Community Participation. *Journal of Islamic Education*, 1(2), 227–246. <https://doi.org/10.14421/jpi.2012.12.227-246>
- Reason, P., & Bradbury, H. (2001). The SAGE handbook of action research: Participative inquiry and practice. [Http://Lst-Iiep.Iiep-Unesco.Org/Cgi-Bin/Wwwi32.Exe/\[In=epidoc1.in\]/? T2000=018601/\(100\)](Http://Lst-Iiep.Iiep-Unesco.Org/Cgi-Bin/Wwwi32.Exe/[In=epidoc1.in]/? T2000=018601/(100)).
- Saputro, P. H., Zalmi, W. F., & Komansilan, R. (2023). Development of E-Raport to Improve Student Score Reporting Services of the Raudhatul Athfal Working Group (KKRA) Minahasa Regency. *BERNAS: Journal of Community Service*, 4(4), 3338–3343. <https://doi.org/10.31949/jb.v4i4.6518>
- Stringer, E. T. (2014). *Action Research*. SAGE Publications.