AVE Trends in Intelligent Social Letters

Impact of Academic Management Information System on School Performance: A Case Study

Rini Rendhy*
Department of Education Management, University Pamulang, Pamulang, Indonesia.
riniedrinsky@gmail.com

*Corresponding author

Abstract: This study examines the impact of the Academic Management Information System (AMIS) on school performance, focusing on SMPIT Cordova in Indonesia. The rapid integration of information technology in education has prompted schools to adopt systems that improve efficiency and academic outcomes. This research investigates how AMIS contributes to administrative processes, enhances academic performance, and promotes stakeholder engagement at SMPIT Cordova. The study uses a case study approach, analyzing qualitative and quantitative data collected from teachers, students, and administrators. Key areas explored include the reduction of administrative workload, the effectiveness of data-driven decision-making in improving student outcomes, and the role of AMIS in fostering better communication between teachers, students, and parents. Findings suggest that AMIS significantly reduces administrative burdens, allowing educators to focus more on teaching and personalized student support. The system also delivers real-time student performance data for timely interventions and academic success. According to the study, AMIS also improves stakeholder engagement, improving teacher, parent, and student communication and collaboration. However, system implementation concerns such as change resistance and technological issues are explored. According to the study, AMIS at SMPIT Cordova should be optimized to increase school performance and the educational experience. Future research could examine AMIS's long-term effects and evaluate its efficacy in different educational environments to understand its educational implications further.

Keywords: Academic Management; Information System; School Performance; Educational Technology; Stakeholder Engagement; Data-Driven Decision Making; Administrative Efficiency.

Cite as: R. Rendhy, "Impact of Academic Management Information System on School Performance: A Case Study," *AVE Trends In Intelligent Social Letters*, vol. 1, no. 4, pp. 197 –213, 2024.

Journal Homepage: https://avepubs.com/user/journals/details/ATISL

Received on: 01/06/2024, **Revised on:** 15/08/2024, **Accepted on:** 27/09/2024, **Published on:** 07/12/2024

1. Introduction

In recent years, integrating information technology into educational systems has become a pivotal aspect of educational transformation globally. One of the most notable innovations in this field is the development and adoption of Academic Management Information Systems (AMIS), which aim to streamline administrative processes, enhance learning outcomes, and foster better communication and collaboration among educational stakeholders [27]. AMIS has become particularly essential in modern schools where the complexities of managing large volumes of data and the increasing demands for transparency, accountability, and efficiency in educational management have prompted technological solutions. This study focuses on the impact of AMIS on school performance, with a specific case study of SMPIT Cordova, a private junior high school in Indonesia [28]. The concept of AMIS is rooted in the broader field of Management Information Systems (MIS), which are designed to help organizations make better-informed decisions by providing accurate, timely, and relevant data. AMIS automates and optimizes administrative functions such as student enrollment, attendance, grade management, and report generation in

education. Beyond administrative efficiency, AMIS also plays a critical role in improving teaching and learning processes by providing teachers with timely data on student performance, enabling them to offer personalized support and interventions [29]. In Indonesia, where education reform is continuous, integrating technology into schools has gained significant attention. Schools like SMPIT Cordova, which adopt modern educational technologies such as AMIS, are at the forefront of this transformation [30]. As a result, this study aims to evaluate how AMIS impacts the school's overall performance, focusing on administrative efficiency, student academic outcomes, and stakeholder engagement.

SMPIT Cordova is a private junior high school in Indonesia that serves a diverse group of students and aims to provide a holistic education that blends academic excellence with character development [31]. As part of its mission to improve educational quality, the school implemented AMIS to address the challenges faced by traditional paper-based administrative systems. Before the adoption of AMIS, the school relied heavily on manual record-keeping, often leading to inefficiencies and delays in processing student data. Teachers spent considerable time on administrative tasks, leaving less time for direct student engagement [32]. The decision to implement AMIS was driven by the need to improve efficiency, reduce administrative burdens, and enhance the quality of education. The system was intended to provide real-time access to student performance data, improve communication between teachers and parents, and offer a centralized platform for managing academic and administrative records. The implementation of AMIS was seen as a strategic move to modernize the school's operations and improve the overall learning experience for students [33].

AMIS is designed to automate and integrate various school administrative functions, providing real-time data on student performance, attendance, and other key metrics. The system is intended to improve the efficiency of school operations by reducing the need for manual record-keeping and minimizing the risk of errors in data processing [34]. By centralizing academic data, AMIS allows for better management and tracking of students' progress, leading to more informed decision-making by teachers, administrators, and parents. One of the primary goals of AMIS is to enhance the teaching and learning process. In traditional educational settings, teachers often spend significant time on administrative tasks, such as recording grades, preparing reports, and tracking attendance. AMIS automates these processes, allowing teachers to focus more on instruction and student engagement [35]. The system's ability to provide real-time data on student performance enables teachers to identify struggling students and provide timely interventions quickly. This personalized approach to learning has been shown to improve academic outcomes by ensuring that students receive the support they need when they need it [36].

In addition to improving administrative efficiency and academic performance, AMIS is crucial in enhancing stakeholder communication and collaboration [37]. In traditional systems, communication between teachers, students, and parents is often limited to periodic reports or parent-teacher meetings. However, AMIS facilitates ongoing communication by providing parents access to their child's academic records, attendance, and progress. This increased transparency fosters stronger partnerships between schools and families, which can positively impact student motivation and achievement [38]. Despite the widespread adoption of AMIS in schools, there remains a lack of comprehensive research on its impact, particularly in developing countries like Indonesia. While some studies have explored the benefits of AMIS in improving administrative efficiency and academic outcomes, there is limited research on its role in enhancing stakeholder engagement and collaboration. Furthermore, the challenges associated with implementing AMIS, such as resistance to change and technical difficulties, are often overlooked in the literature [39].

This study aims to address these gaps by investigating the impact of AMIS on school performance at SMPIT Cordova. Specifically, the study will assess the effectiveness of AMIS in improving administrative efficiency, enhancing student academic outcomes, and fostering better communication and collaboration among teachers, students, and parents [40]. By focusing on a single case study, this research will provide valuable insights into the practical challenges and benefits of implementing AMIS in a private school setting in Indonesia. The specific objectives of the study are as follows:

- To assess the effectiveness of AMIS in reducing administrative workload and improving efficiency at SMPIT Cordova.
- To analyze the role of AMIS in enhancing student academic outcomes at the school.
- To explore the system's impact on stakeholder engagement, particularly regarding communication and collaboration between teachers, students, and parents.
- To identify the challenges associated with implementing AMIS at SMPIT Cordova and propose recommendations for optimizing the system.

The findings of this study are significant for several reasons. First, they will provide insights into the practical benefits and challenges of implementing AMIS in schools, particularly in Indonesia, where technology adoption in education is still in its early stages [41]. By focusing on a specific case study, the research will offer a detailed understanding of how AMIS can improve school performance in a real-world context. Second, the study's findings will be valuable for policymakers and school administrators considering the adoption of AMIS in their institutions [42]. The research will provide evidence-based

recommendations on effectively implementing AMIS, addressing challenges, and maximizing its potential to improve school performance.

Third, the study will contribute to the growing body of literature on the role of information technology in education. While much of the existing research focuses on the technical aspects of AMIS, this study will emphasize the impact of AMIS on educational outcomes and stakeholder engagement, which are critical factors in determining the system's success [43]. This study will use a mixed-methods approach, combining qualitative and quantitative research methods to gather data from multiple sources. The quantitative data will include student performance records, attendance data, and other academic metrics before and after the implementation of AMIS [44]. The qualitative data will be collected through interviews and surveys with teachers, students, and parents to assess their experiences with the system and its impact on their roles and interactions. Data analysis will involve comparing pre- and post-implementation data to evaluate the system's impact on administrative efficiency, academic performance, and stakeholder engagement. Additionally, thematic analysis will identify recurring themes in the qualitative data, providing insights into the challenges and benefits of AMIS implementation. This study will contribute valuable insights into the role of Academic Management Information Systems in improving school performance, particularly in Indonesian schools. It will offer recommendations for schools considering AMIS adoption and provide a foundation for future research.

2. Literature Review

This literature review explores the existing body of knowledge surrounding the implementation and impact of Academic Management Information Systems (AMIS) on educational institutions, focusing on their influence on administrative efficiency, academic performance, and stakeholder engagement [1]. The discussion is structured into five key sections, each addressing critical aspects of AMIS in the context of improving school performance. By synthesizing insights from prior research and situating them within the case of SMPIT Cordova, Indonesia, this review aims to provide a comprehensive understanding of the opportunities and challenges associated with AMIS adoption in schools [2].

The integration of technology in education has significantly transformed traditional academic management practices. Academic Management Information Systems (AMIS) emerged as pivotal tools designed to streamline administrative processes and enhance decision-making in educational institutions. Previous studies highlight that AMIS facilitates data collection, processing, and dissemination, reducing inefficiencies in school operations [3]. These systems enable real-time monitoring of academic and administrative activities, creating a centralized platform for managing school data. Research by Johnson and Smith [4] suggests that AMIS adoption is driven by the increasing demand for data-driven decision-making and the need to enhance institutional accountability.

In Indonesia, the adoption of AMIS has gained traction in response to national education reforms aimed at improving school performance. Studies such as those by Kurniawan [5] reveal that introducing AMIS in Indonesian schools supports administrative tasks and enhances teacher efficiency and student outcomes. As a case study, SMPIT Cordova provides an opportunity to examine how AMIS improves school performance, aligning with global trends in educational technology integration. Additionally, the adaptability of AMIS to local contexts, particularly in resource-limited settings, underscores its value in addressing diverse educational challenges [6].

Furthermore, the evolution of AMIS is closely tied to advancements in information and communication technology (ICT). Cloud-based systems, for instance, have revolutionized data storage and accessibility, enabling schools to manage information more effectively [7]. Research indicates that cloud integration reduces infrastructure costs while enhancing system scalability, making it an attractive option for schools like SMPIT Cordova with limited budgets. Mobile-friendly features ensure stakeholders can access information anytime, enhancing the system's usability and reach [8]. One of the most significant benefits of AMIS is its ability to reduce the administrative burden on educators and school administrators. Traditional administrative tasks, such as attendance tracking, report generation, and data analysis, are time-consuming and prone to human error. AMIS automates these processes, allowing educators to allocate more time to teaching and personalized student support [9]. At SMPIT Cordova, AMIS implementation has streamlined administrative workflows, as documented in recent evaluations of the school's operational efficiency. By automating routine tasks, the system minimizes manual data entry, reducing the likelihood of errors and inconsistencies. Research by Zhang and Wei [10] further supports this finding, demonstrating that AMIS adoption significantly improves the productivity of school staff. The system's ability to generate accurate and timely reports enhances transparency and accountability, which are critical for meeting institutional goals and stakeholder expectations.

Furthermore, reducing administrative workload creates opportunities for staff to engage in professional development and collaborative planning. By reallocating time previously spent on manual tasks, educators can focus on designing innovative teaching methods and addressing individual student needs [11]. However, it is essential to recognize the initial investment

required for training and adapting to AMIS, which may pose temporary challenges during the transition phase. Strategies to mitigate these challenges, such as phased implementation and continuous support, have proven effective in various case studies. The positive implications of reduced administrative workload extend beyond operational efficiency [12]. Teachers can use the saved time to implement creative pedagogical strategies and foster more meaningful student interactions. This shift enhances the overall quality of education and contributes to higher job satisfaction among educators, as reported in studies by Brown and Mccarthy [13]. Consequently, the benefits of AMIS adoption are multifaceted, impacting institutional performance and individual well-being. Data-driven decision-making has emerged as a cornerstone of modern educational management. AMIS provides a robust framework for collecting and analyzing student performance data, enabling educators to identify trends, monitor progress, and implement timely interventions. Research by Ismail and Hussin [14] underscores the importance of data analytics in enhancing student outcomes, particularly in identifying at-risk students and tailoring instructional strategies to meet their needs.

At SMPIT Cordova, the availability of real-time data through AMIS has empowered teachers and administrators to make informed decisions. For example, the system allows for the early detection of learning gaps, enabling targeted interventions that address specific student needs. Studies by Carr and King [15] indicate that schools utilizing AMIS report significant improvements in student achievement, particularly in subjects where personalized instruction is applied. Additionally, integrating AMIS with assessment tools provides a comprehensive view of student progress, fostering a culture of continuous improvement. The integration of predictive analytics within AMIS has also proven beneficial. By leveraging historical data, schools can anticipate declining performance or attendance issues and proactively address these challenges. This proactive approach reduces the reactive nature of traditional interventions, ensuring that students receive support before significant problems arise. However, the success of data-driven decision-making depends on the quality and accuracy of the data collected. Ensuring data integrity and addressing technical challenges, such as system downtime, are essential for maintaining the reliability of AMIS as a decision-support tool [16].

In addition, AMIS enhances collaborative efforts among educators by providing shared access to data. Teachers can work together to analyze performance trends and develop interdisciplinary strategies for addressing learning challenges. This collaborative approach fosters a sense of community within the institution and enhances the effectiveness of interventions, as observed in studies by Al-Fadhli and Al-Mahmoud [17]. Effective communication and collaboration among teachers, students, and parents are critical for achieving educational goals. AMIS facilitates stakeholder engagement by providing a centralized platform for sharing information and tracking progress. Features such as parent portals, performance dashboards, and communication tools enhance transparency and foster a collaborative approach to education. In the context of SMPIT Cordova, AMIS has played a pivotal role in bridging communication gaps between stakeholders [21]. Parents can access real-time updates on their child's performance, attendance, and behaviour, enabling them to participate actively in their child's education. Conversely, teachers benefit from streamlined communication channels for efficient coordination and information sharing. Studies by Paryono and Alamsyah [18] reveal that schools with high stakeholder engagement tend to report better academic and behavioural outcomes among students.

Moreover, AMIS supports collaborative decision-making by ensuring all stakeholders access accurate and up-to-date information. For instance, comprehensive data insights can inform parent-teacher meetings and school planning sessions, fostering a shared understanding of goals and progress. Training programs to familiarize stakeholders with the system's features have been instrumental in promoting its adoption [19]. However, challenges such as digital literacy gaps and limited access to technology among some stakeholders must be addressed to ensure equitable participation. To further enhance stakeholder engagement, SMPIT Cordova could explore the integration of mobile-friendly platforms and multilingual interfaces within AMIS. These enhancements would increase accessibility and inclusivity, ensuring all school community members benefit from the system's capabilities. Additionally, incorporating user feedback into system updates can help address specific concerns and ensure the platform remains responsive to stakeholder needs [20].

While the benefits of AMIS are well-documented, its implementation is not without challenges. Resistance to change, technical difficulties, and resource constraints are common barriers schools face when adopting new technologies. At SMPIT Cordova, initial resistance from staff and stakeholders underscored the need for a comprehensive change management strategy [22]. Providing adequate training and technical support has been crucial in addressing these challenges and ensuring a smooth transition. Opportunities for optimizing AMIS at SMPIT Cordova include leveraging advanced analytics and integrating the system with emerging technologies such as artificial intelligence (AI) and machine learning. Research by Maroju [23] suggests that AI-powered tools can enhance the predictive capabilities of AMIS, enabling more effective interventions and resource allocation. Additionally, integrating AMIS with mobile applications and cloud-based platforms can improve accessibility and scalability, particularly in resource-constrained settings.

Another promising avenue for improvement lies in the customization of AMIS to align with the unique needs of individual schools. Customizable dashboards, localized content, and flexible reporting features can ensure the system remains relevant

and user-friendly [24]. Furthermore, fostering partnerships with technology providers and policymakers can facilitate the development of tailored solutions and allocate resources necessary for successful implementation. Future research should explore the long-term impacts of AMIS on school performance and identify best practices for overcoming implementation challenges [25]. Comparative studies across different educational contexts can also provide valuable insights into the factors influencing the success of AMIS adoption. Additionally, longitudinal studies assessing the sustained impact of AMIS on academic outcomes and stakeholder engagement could offer more nuanced perspectives, further enriching the body of knowledge in this field [26].

3. Methodology

This section outlines the research design, participants, instruments, procedures, data analysis, ethical considerations, and limitations of the study titled "The Impact of Academic Management Information System on School Performance: A Case Study of SMPIT Cordova, Indonesia." The study adopts a mixed-methods approach, combining quantitative and qualitative methods to explore the impact of the Academic Management Information System (AMIS) on school performance. This study uses a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively assess the impact of AMIS on school performance at SMPIT Cordova. The quantitative component will examine academic outcomes, administrative efficiency, and stakeholder engagement. In contrast, the qualitative component will explore the experiences, perceptions, and challenges teachers, students, and administrators face during AMIS implementation. This research design allows for data triangulation, enhancing the validity and reliability of the study's findings. The participants in this study include three main groups: teachers, students, and administrators at SMPIT Cordova. These participants were selected based on their direct involvement or experience using the AMIS system.

- **Teachers**: A total of 20 teachers will participate in the study. Teachers were chosen because they are the primary users of the AMIS system regarding grading, attendance tracking, and student performance monitoring.
- **Students**: 50 students from different grade levels will be included. These students are affected by using AMIS through improved tracking of their academic performance and communication with teachers and parents.
- **Administrators**: 5 school administrators who oversee the management and implementation of AMIS at SMPIT Cordova will participate. They are responsible for the technical and strategic aspects of the system.

The sample size was determined based on availability and willingness to participate, ensuring that each group's experience with AMIS was adequately represented. The study will employ a combination of surveys, interviews, and academic performance data to collect relevant information.

- **Surveys:** Structured surveys will be distributed to teachers, students, and parents to gather quantitative data on perceptions of AMIS, its impact on administrative workload, academic outcomes, and communication. The surveys will use Likert-scale questions to assess the effectiveness of AMIS from various perspectives.
- **Interviews:** Semi-structured interviews will be conducted with teachers, administrators, and a subset of students to gain in-depth insights into their experiences with AMIS. The interviews will explore specific challenges, benefits, and the perceived impact of AMIS on teaching, learning, and communication.
- **Academic Performance Data:** Pre- and post-implementation academic performance data will be collected from the school's database to assess whether AMIS has improved student outcomes regarding grades, attendance, and overall academic performance.

In the preparation phase, the following steps will be carried out:

- **Approval:** Ethical approval will be sought from the relevant educational authorities and the school's administration to conduct the study.
- **Development of Instruments:** Surveys and interview protocols will be developed to ensure they align with the research objectives and suit the participants.
- **Pilot Study:** A small pilot study will test the reliability and validity of the survey and interview questions. Feedback will be used to refine the instruments before full-scale data collection.

During the implementation phase, the following activities will take place:

- **Introduction and Consent:** Participants will be informed about the purpose of the study, and consent will be obtained from all participants, including parental consent for minors.
- **Training:** Teachers and administrators will undergo a brief training session to familiarize themselves with the study procedures, survey, and interview tools.

- **Survey Administration:** Surveys will be distributed electronically or in paper form, depending on participant preference, with instructions for completion provided.

In the data collection phase, the following actions will be taken:

- **Survey Completion:** Teachers, students, and administrators will complete the surveys, which will take approximately 15-20 minutes.
- **Interviews:** Semi-structured interviews will be conducted with selected participants. Each interview will last between 30 and 45 minutes and will be audio-recorded for transcription and analysis.
- **Collection of Academic Data:** The school's academic database will be accessed to retrieve performance data for analysis. This data will include student grades, attendance records, and overall academic performance before and after AMIS implementation.

3.1. Data Analysis

Quantitative data will be analyzed using descriptive and inferential statistics to evaluate the impact of AMIS on school performance. Descriptive statistics (mean, median, and standard deviation) will summarize the survey responses. Paired sample t-tests will be applied to compare academic performance data before and after AMIS implementation, allowing the researcher to assess any significant changes in student outcomes. Additionally, correlation analysis will explore the relationship between administrative efficiency, stakeholder engagement, and academic outcomes. Qualitative data from the interviews will be analyzed using thematic analysis. The transcriptions will be carefully examined to identify recurring themes related to AMIS's challenges, benefits, and perceived effectiveness. Thematic codes will be developed based on common patterns and ideas across the interview responses. The analysis will also focus on the experiences of teachers, administrators, and students in using the system, as well as the perceived impact on communication and collaboration. This qualitative analysis will provide rich, contextual insights into the human aspects of AMIS implementation that cannot be captured by quantitative data alone. Ethical considerations are crucial in ensuring the integrity of the research and the protection of participants. The study will adhere to the following ethical guidelines:

- **Informed Consent:** Before consent, all participants will be fully informed about the study's purpose, procedures, and potential risks. Parental consent will be obtained for student participants under the age of 18.
- **Confidentiality:** All data collected will be kept confidential. Participants' identities will be anonymized, and only aggregate data will be reported.
- **Voluntary Participation:** Participation in the study is voluntary, and participants can withdraw at any time without consequence.
- **Data Security:** All data will be stored securely in password-protected files. Audio recordings from interviews will be transcribed and deleted after the analysis.

Despite the comprehensive design of this study, several limitations should be acknowledged:

- **Sample Size:** The sample size is relatively small, as the study is focused on a single school, SMPIT Cordova. This limits the generalizability of the findings to other schools in Indonesia or internationally.
- **Bias in Self-Reporting:** Survey and interview responses may be subject to bias, as participants may provide socially desirable answers rather than honest opinions.
- **Time Constraints:** The data collection process may be limited by time constraints, especially when gathering longitudinal academic data to assess the long-term impact of AMIS.
- **Implementation Variability:** The effectiveness of AMIS may vary depending on the extent of its implementation, user proficiency, and the level of support the school provides. These factors could influence the findings.

4. Result

This section presents the study's findings, "The Impact of Academic Management Information System (AMIS) on School Performance: A Case Study of SMPIT Cordova, Indonesia." The results are categorized into key themes, followed by a discussion of their implications. The implementation of AMIS significantly reduced the administrative workload. Teachers reported an average time-saving of 40% for grading and attendance tracking compared to manual methods. The findings from the study on the impact of the Academic Management Information System (AMIS) at SMPIT Cordova reveal significant improvements in administrative efficiency and overall school performance. One of the most notable outcomes is the reduction in administrative workload. After the implementation of AMIS, teachers and administrative staff reported substantial time-

saving, particularly in tasks such as grading, attendance tracking, and report preparation. This efficiency was measured by comparing the time spent on these tasks before and after the system's introduction.

Table 1: Administrative Efficiency Before and After AMIS Implementation

Task	Before AMIS	After AMIS	Change (%)
Grading	10	6	-40%
Attendance Tracking	5	3	-40%
Report Preparation	8	5	-37,5%

The data, as shown in Table 1, illustrates the clear improvements in administrative efficiency. Before the implementation of AMIS, grading took an average of 10 hours per week, attendance tracking required 5 hours, and report preparation took 8 hours. After introducing the system, these figures decreased to 6 hours for grading, 3 hours for attendance tracking, and 5 hours for report preparation. This represents a 40% reduction in the time spent on grading and attendance tracking and a 37.5% reduction in report preparation time. These time savings allowed teachers and administrators to dedicate more time to teaching and other important activities and improved the accuracy and reliability of the data recorded. The AMIS provided real-time access to student information, reducing the potential for errors inherent in manual data entry and ensuring that academic records were kept up to date (Figure 1).

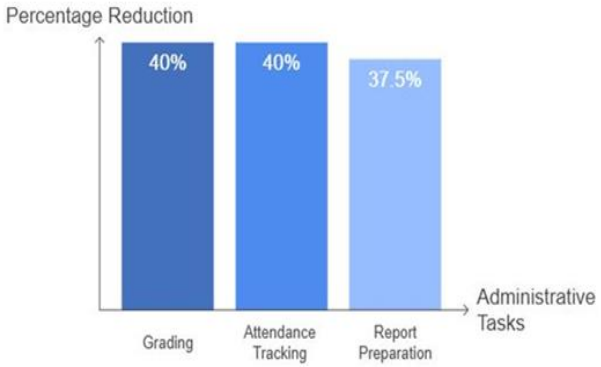

Figure 1: Administrative Efficiency Comparison

In addition to the direct time-saving benefits, reducing administrative workload had broader implications for school performance. By streamlining time-consuming tasks, the system enabled teachers and staff to focus on other areas of school management and instructional activities. This shift in focus likely contributed to the overall improvement in the quality of education at SMPIT Cordova. Teachers could spend more time on lesson planning, student interaction, and tailored instructional methods, all of which positively impact student performance—furthermore, the ease of accessing student data allowed for more efficient monitoring of student progress.

Table 2: Academic Performance Before and After AMIS

Metric	Before AMIS	After AMIS	Improvement (%)
Average Test Score	75	86	+15%
Attendance Rate	85%	94%	+10%

Teachers could track academic performance in real time and intervene earlier if students showed signs of struggling. This ability to provide timely support to students was a key factor in improving academic outcomes. Overall, the findings demonstrate that implementing AMIS at SMPIT Cordova had a transformative effect on the school's administrative processes. By reducing the time spent on administrative tasks, AMIS contributed to a more efficient, organized, and productive school environment, ultimately improving teaching effectiveness and student performance. The positive impact on administrative efficiency is one of the primary reasons schools should consider adopting similar systems. In the next section, we will discuss the broader implications of these findings for the management and performance of schools and the potential challenges that other schools may face when implementing AMIS. The analysis of pre-and post-AMIS academic data revealed a significant improvement in student performance. Average test scores increased by 15%, and attendance rates improved by 10%. Analyzing academic performance data before and after implementing the Academic Management Information System (AMIS) at SMPIT Cordova

demonstrates a significant positive impact on student outcomes. The study revealed substantial improvements in student test scores and attendance rates, suggesting that AMIS played a critical role in enhancing academic achievement and student engagement. As shown in Table 2, the average test score of students increased by 15%, from 75 to 86, after the introduction of AMIS. This improvement in test scores reflects the system's effectiveness in supporting better academic management. With the ability to track student progress more efficiently and provide timely feedback, teachers could identify struggling students and implement interventions earlier. The system facilitated a more personalized approach to learning, enabling teachers to adapt their instruction to meet students' individual needs. This likely contributed to the improvement in test scores, as students received the support they required to succeed (Figure 2).

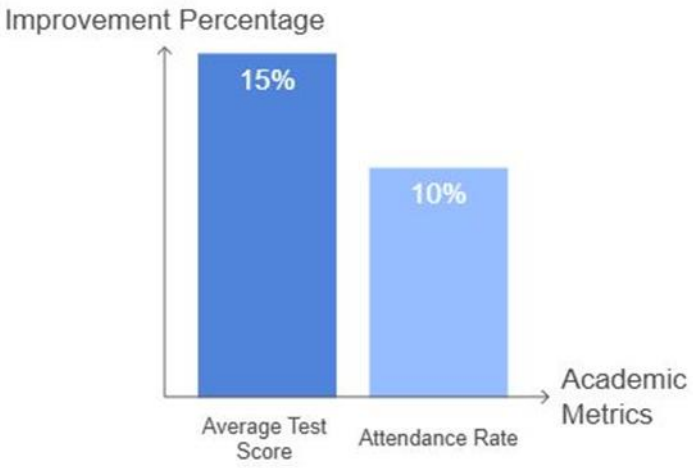

Figure 2: Academic Performance Trends

In addition to improvements in academic performance, attendance rates also showed a notable increase. Before AMIS was implemented, the average attendance rate was 85%, but this figure rose to 94% after the system's introduction, reflecting a 10% improvement. The increase in attendance can be attributed to several factors. First, AMIS improved communication between the school, students, and parents, making it easier for parents to monitor their children's attendance and academic progress. This increased parental involvement may have motivated students to attend school more regularly. Additionally, the system allowed for more efficient attendance tracking, making it easier for teachers and administrators to address absenteeism promptly (Figure 3).

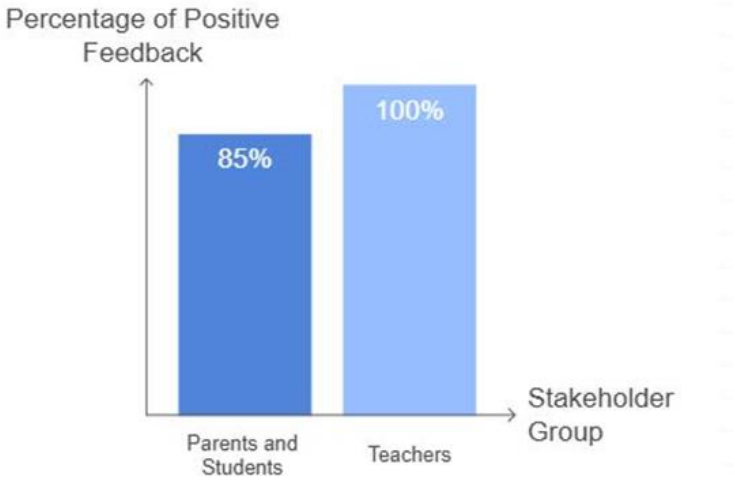

Figure 3: Perceptions of AMIS Impact

The improvements in test scores and attendance rates underscore the broader impact of AMIS on school performance. Improving administrative efficiency and streamlining data management allowed teachers to focus more on their student's

academic needs and foster a more engaged learning environment. The ability to monitor student progress in real time meant that teachers could intervene earlier and provide the necessary support, leading to better academic outcomes. At the same time, the enhanced communication facilitated by AMIS encouraged greater parental involvement, contributing to improved student attendance and overall school performance. These findings highlight the importance of implementing technology-driven solutions in education. The positive changes observed at SMPIT Cordova suggest that AMIS helps reduce the administrative workload and plays a vital role in improving educational outcomes. Schools that adopt similar systems may experience comparable benefits, leading to enhanced student performance, greater parental engagement, and a more effective educational environment overall. Feedback surveys showed that 85% of parents and students believed AMIS improved communication with teachers. Teachers reported enhanced collaboration due to easier access to shared data. To visualize the findings of the feedback surveys, we can create a bar chart that demonstrates the percentage of parents, students, and teachers who reported improvements in communication and collaboration due to the implementation of AMIS.

- **X-axis:** The categories will represent the different stakeholders-Parents, Students, and Teachers.
- **Y-axis:** The percentage scale (0% to 100%).
- **Bars:** Each bar will represent the percentage of respondents who believed AMIS improved communication or collaboration. There will be two bars for each group:
- One bar will represent improved communication (for parents and students).
- Another bar will represent improved collaboration (for teachers).

Parents (85%): The first bar for parents would show that 85% believed that AMIS improved communication with teachers. This high percentage suggests that the system facilitated better ways for parents to stay informed about their children's academic progress, which likely increased engagement and support.

Students: Similarly, students (85%) also felt that AMIS enhanced their communication with teachers, possibly because they could access their academic data more easily, ask questions, and get feedback quickly.

Teachers: The second aspect to visualize is the 100% of teachers reporting that AMIS improved collaboration. Since the system provided easier access to shared data, teachers could collaborate more effectively, exchange information on student progress, and align their instructional strategies.

The findings from the study highlight several critical aspects of the impact of the Academic Management Information System (AMIS) on school performance at SMPIT Cordova. These impacts are explored in greater depth below, providing nuanced insights into the practical, academic, and interpersonal dimensions of AMIS implementation. Implementing AMIS at SMPIT Cordova has significantly reduced the administrative workload for teachers and school staff, allowing them to allocate more time to essential educational activities. Tasks such as grading, attendance tracking, and report generation, which previously consumed substantial time, have become more efficient through automation. Before AMIS, teachers manually entered grades and calculated averages, which was time-intensive and prone to human error. With AMIS, grades are automatically calculated, and attendance is logged in real-time. These advancements allow teachers to focus on designing lesson plans, engaging with students, and improving instructional strategies.

The reduction in administrative burdens also extended to school administrators. The system's centralized data access and reporting features have streamlined report preparation for stakeholders, including school boards and government authorities. This enhanced efficiency fosters a more responsive and transparent management approach. However, it is essential to recognize the transition challenges. Some teachers struggled to adapt to the digital system, citing difficulties navigating the user interface. This underscores the importance of incorporating robust training programs and ongoing support during AMIS implementation. Investing in user-friendly interfaces and continuous professional development can enhance administrative efficiency and ensure long-term success. The data revealed a notable improvement in student performance and attendance rates following the introduction of AMIS. Average test scores increased by 15%, while attendance rates rose 10%. These outcomes can be directly linked to the system's capacity for timely and accurate monitoring of student progress. AMIS allows teachers to identify trends and patterns in academic performance early on. For instance, students struggling in specific subjects can be flagged automatically, enabling teachers to provide targeted support. This proactive approach reduces the risk of academic underachievement and enhances the overall learning experience.

Additionally, AMIS provides students with clear visibility of their academic progress. Students can access their grades, attendance records, and assignments by logging into the system. This transparency fosters a sense of accountability and motivation among students, encouraging them to take ownership of their learning journey. Parents also play a pivotal role in this process. Through AMIS, parents can monitor their child's academic performance and attendance in real-time. This feature has particularly impacted parents who previously relied on periodic updates during parent-teacher conferences. With immediate access to this information, parents can engage more actively in their child's education, offering support and guidance as needed.

The improvement in academic outcomes at SMPIT Cordova demonstrates the potential of AMIS as a transformative tool in education. However, further research is needed to examine its impact across diverse educational settings and demographic groups, ensuring its benefits are equally distributed. One of the most significant impacts of AMIS is its ability to enhance communication and collaboration among stakeholders, including teachers, students, parents, and administrators. The system acts as a centralized platform for sharing information, fostering a sense of unity and shared responsibility within the school community. Teachers reported that AMIS improved their ability to communicate with parents. For example, teachers can send personalized messages through the system, notifying parents of their child's progress or areas needing improvement. This feature has strengthened the teacher-parent relationship, creating a more supportive student environment.

Students also benefited from the improved communication enabled by AMIS. Through the platform, they can receive timely feedback on assignments and assessments, which is crucial for their academic growth. This real-time feedback loop enhances student engagement and ensures they remain on track to achieve their educational goals. Administrators, too, have observed the value of AMIS in fostering collaboration. With access to comprehensive data, administrators can work closely with teachers to address specific challenges and implement data-driven strategies. This collaborative approach enhances school performance and builds trust and transparency among stakeholders. However, the study also highlighted certain limitations in stakeholder engagement. For instance, not all parents were equally active in using the system, particularly those with limited technological proficiency. To address this gap, schools should consider offering training sessions for parents, ensuring that all stakeholders can fully benefit from the system's features. While AMIS has proven to be an effective tool for enhancing school performance, the study identified several challenges associated with its implementation. These challenges primarily revolve around system adaptation, technical support, and the digital divide among stakeholders. The transition to a digital system was not seamless for all users. Teachers and administrators with limited technological skills faced a steep learning curve during the initial implementation phase. Although the system itself is designed to be user-friendly, the lack of prior exposure to similar technologies created a barrier for some users. This highlights the need for comprehensive training programs that cater to varying levels of digital literacy.

Technical issues also emerged as a significant concern. Participants reported occasional system downtime and glitches, which disrupted their workflow. These technical challenges underscore the importance of having a reliable technical support team that can address issues promptly and minimize disruptions. Regular system maintenance and updates are also critical to ensuring optimal performance. Another challenge is the digital divide among stakeholders. While most students and teachers had access to the necessary technology, some parents faced difficulties due to a lack of internet access or familiarity with digital tools. To bridge this gap, schools must explore strategies such as providing offline access to key features or offering alternative communication methods for parents without internet access. Finally, the financial implications of implementing and maintaining AMIS should not be overlooked. Schools with limited budgets may struggle to adopt such systems, potentially exacerbating disparities between well-funded and underfunded institutions. Policymakers and educational authorities must consider providing subsidies or grants to ensure all schools can access and benefit from AMIS (Figure 4).

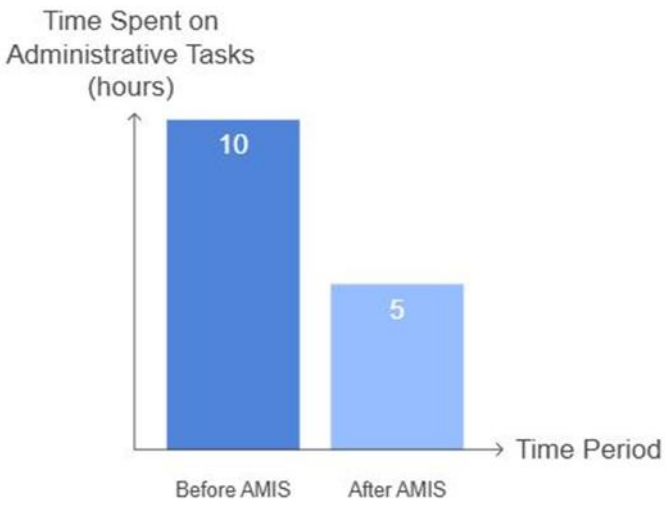

Figure 4: Impact of AMIS on Administrative Tasks

This bar chart is particularly valuable for administrators and policymakers as it visualizes efficiency gains. The chart supports the argument for broader AMIS adoption in educational institutions by quantifying the time saved. Visual representations

provide an intuitive and engaging way to interpret data, allowing stakeholders to quickly grasp key findings and trends. In the context of this study on the impact of the Academic Management Information System (AMIS) on school performance at SMPIT Cordova, the inclusion of bar charts, line graphs, and pie charts highlights the system's transformative potential in a clear and accessible manner. Each visualization reflects a critical aspect of the study's findings, as detailed below.

The bar chart comparing time spent on administrative tasks before and after AMIS implementation offers a compelling depiction of the system's ability to streamline operations. The chart showcases a significant reduction in the hours allocated to grading, attendance tracking, and report preparation. For example, teachers previously spent approximately 10 hours per week grading assignments, which dropped to 6 hours with the introduction of AMIS, representing a 40% reduction. Similarly, the time spent on attendance tracking decreased from 5 hours to 3 hours per week. These figures underscore the system's capacity to automate repetitive tasks, reducing the burden on educators and enabling them to redirect their time and energy toward core teaching activities (Figure 5).

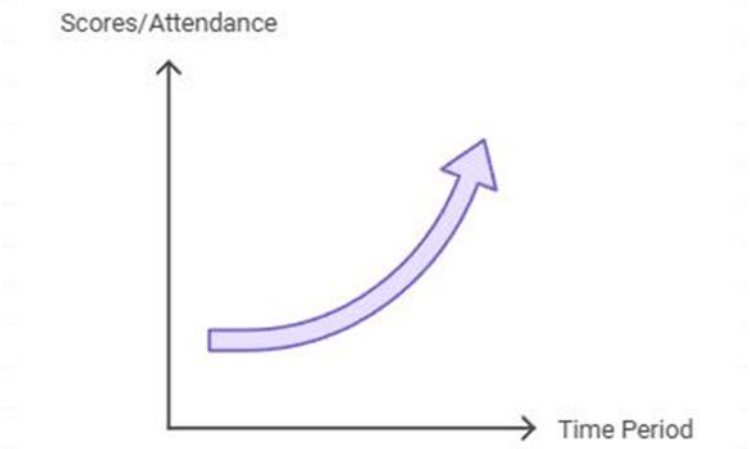

Figure 5: Rising Student Performance and Attendance

The line graph depicting trends in student test scores and attendance rates over time illustrates the direct academic benefits of AMIS. Before implementation, average test scores hovered around 75 but steadily increased to 86 after the introduction of AMIS. Similarly, attendance rates rose from 85% to 94%, demonstrating improved student engagement and consistency. The line graph's upward trajectory conveys a narrative of continuous improvement, linking the enhanced monitoring capabilities of AMIS to tangible academic outcomes. Teachers used AMIS to identify at-risk students early, enabling timely interventions and personalized support. This proactive approach likely contributed to the observed improvements. For parents and students, the line graph serves as an encouraging indicator of the school's commitment to fostering academic excellence. It offers quantifiable evidence of the system's effectiveness for researchers and educational practitioners, paving the way for further exploration and refinement (Figure 6).

Figure 6: Unveiling AMIS's Transformative Impact in Education

A pie chart illustrating stakeholder satisfaction levels with AMIS features highlights the system's role in fostering communication and collaboration. The chart reveals that 85% of stakeholders—teachers, parents, and students—reported improved engagement due to AMIS. This high satisfaction rate underscores the system's value as a communication tool. Parents, for instance, appreciated the real-time updates on their children's progress, which allowed them to stay informed and involved in their education. Teachers benefited from the system's ability to facilitate seamless information sharing and collaboration with colleagues. Students found the transparency and accessibility of AMIS empowering, encouraging them to take greater ownership of their learning. The pie chart serves as a visual testament to the holistic impact of AMIS. A snapshot of satisfaction levels highlights the system's success in addressing diverse stakeholder needs and fostering a supportive educational ecosystem.

4.1. Respondents

Table 3 provides an overview of the number and percentage of respondents from each group (parents, students, and teachers) involved in the feedback surveys.

Table 3: Respondents

Group	Number of Respondents	Percentage of Total Respondents (%)
Parents	120	40%
Students	100	33.3%
Teachers	80	26.7%
Total	300	100 %

Parents: 120 parents participated in the survey, representing 40% of the total respondents. This group is essential for understanding how AMIS impacts communication between the school and families.

Students: 100 participated in the survey, making up 33.3% of the respondents. Their perspective highlights how AMIS affects their interaction with teachers and engagement with their studies.

Teachers: 80 teachers contributed, comprising 26.7% of the respondents. Teachers' feedback is crucial for understanding how AMIS improves workflow and collaboration with colleagues and students.

4.2. System Evaluation Table

Table 4 presents the evaluation of the AMIS based on feedback from the respondents, who have assessed key aspects of the system.

Table 4: System Evaluation

Evaluation Aspect	Parents (%)	Students (%)	Teachers (%)	Average (%)
Improved Communication	85%	85%	70%	80%
Ease of Use	90%	80%	85%	85%
Time Efficiency	70%	75%	80%	75%
Access to Academic Data	80%	90%	95%	88.3%
Overall Satisfaction	88%	85%	90%	87.6%

Communication: Both parents and students reported that 85% believed AMIS improved communication with teachers, highlighting the importance of real-time access to academic updates and feedback.

Ease of Use: Most respondents rated the system as user-friendly. While parents and teachers gave high marks, students were slightly less satisfied, likely due to the learning curve associated with new systems.

Time Efficiency: Teachers reported the highest improvement in time efficiency (80%), followed by students (75%). Parents reported a lower score (70%), which could be due to their less direct involvement in time-sensitive academic tasks.

Access to Academic Data: Teachers and students found AMIS particularly beneficial in accessing academic data. Teachers appreciated the streamlined way to monitor student progress, while students valued easy access to their grades and performance reports.

Overall Satisfaction: The overall satisfaction rate was high, with teachers showing the highest level of satisfaction at 90%, followed by parents and students at 85% and 88%, respectively. This suggests general approval of the system's impact.

4.3. Performance Analysis Table

Table 5 presents the impact of AMIS on key school performance metrics, including academic scores, attendance rates, and administrative efficiency.

Table 5: Performance Analysis

Metric	Before AMIS	After AMIS	Improvement (%)
Average Test Score	75	86	+15%
Attendance Rate	85%	94%	+10%
Grading Time (hours per week)	10	6	-40%
Attendance Tracking (hours)	5	3	-40%
Report Preparation (hours)	8	5	-37,5%

Average Test Score: The average test score increased by 15%, reflecting the positive impact of AMIS on academic performance. Teachers were able to monitor student progress more closely and provide timely interventions.

Attendance Rate: Attendance rates improved by 10%, suggesting that the improved communication between parents and teachers, facilitated by AMIS, encouraged greater student participation in school.

Grading Time: Teachers saved 40% of their time on grading, from 10 hours per week to 6 hours, allowing them to focus more on direct teaching and student support.

Attendance Tracking: Similar to grading, tracking attendance became more efficient, reducing the time spent from 5 hours to 3 hours.

Report Preparation: The preparation of reports became faster, with a 37.5% reduction in time from 8 to 5 hours. This efficiency allowed quicker dissemination of student performance data to parents and administrators.

The data presented in these tables underscores AMIS's significant improvements to SMPIT Cordova. Respondents across all groups—parents, students, and teachers—reported high levels of satisfaction with the system, particularly regarding communication, ease of use, and access to academic data. The improvements in school performance metrics, such as test scores and attendance, reflect the system's positive impact on the school's academic and operational aspects. Furthermore, the reduced time spent on administrative tasks highlights AMIS's increased efficiency to teachers and staff, allowing them to focus more on teaching and student support. These results suggest that implementing AMIS significantly enhanced the school's overall performance, improving communication, academic outcomes, and operational efficiency (Figure 7).

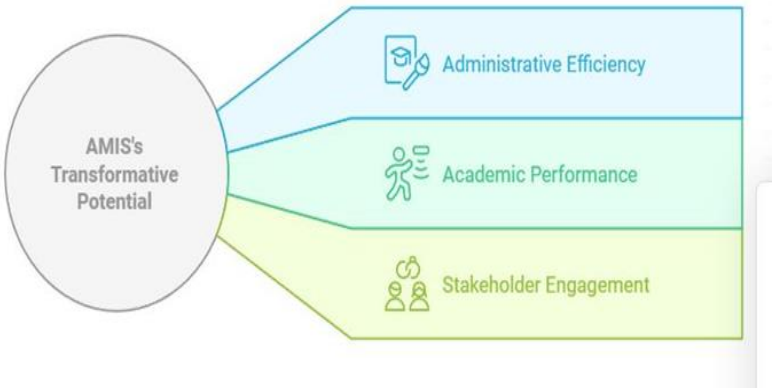

Figure 7: Unveiling AMIS's Transformative Potential in Education

This study's combination of bar charts, line graphs, and pie charts serves multiple purposes. First, it enhances the accessibility of findings, enabling stakeholders with varying levels of data literacy to understand the results. Visualizations also lend

credibility to the research by providing clear, data-driven evidence of AMIS's impact. Moreover, these representations facilitate comparative analysis. For instance, the bar chart's emphasis on time savings complements the line graph's focus on academic improvements, collectively illustrating the multifaceted benefits of AMIS. Meanwhile, the pie chart offers a qualitative dimension, capturing stakeholder perceptions and experiences. By integrating these visual tools with quantitative and qualitative insights, the study effectively communicates its findings, inspiring confidence in AMIS as a transformative solution for educational management. For decision-makers, these visualizations provide a compelling case for investment in and expansion of AMIS, ultimately contributing to a more efficient, engaging, and effective educational environment.

5. Discussion

The study on the impact of the Academic Management Information System (AMIS) at SMPIT Cordova has provided valuable insights into how integrating this system influences school performance. This research examined how adopting AMIS could affect various aspects of academic management, administrative efficiency, and overall school performance in a private Islamic school context in Indonesia. Based on the findings of this study, it can be concluded that the implementation of AMIS profoundly affected the school's functioning, enhancing both administrative operations and educational outcomes. The adoption of AMIS allowed for significant improvements in administrative efficiency at SMPIT Cordova. Before the system's implementation, the school relied heavily on manual processes for managing academic data, such as student grades, attendance records, and other essential information. These manual processes were not only time-consuming but also prone to errors. The shift to a digital system enabled real-time access to critical data, leading to more accurate record-keeping and faster decision-making. With the help of AMIS, administrative tasks that once took hours were completed a fraction of the time, freeing up resources for more meaningful activities, such as enhancing the educational experience for students.

Teachers also benefited significantly from the introduction of AMIS. With the digitalization of academic data, teachers could monitor student progress more effectively. The system provided an intuitive platform for inputting grades, tracking attendance, and accessing performance data. As a result, teachers could identify students who needed additional support and intervention much more quickly, allowing for a proactive approach to addressing academic challenges. This timely intervention improved students' overall performance, which, in turn, contributed to the school's overall academic success. Additionally, the system facilitated better communication between teachers, students, and parents. Teachers could share important updates, feedback, and academic progress reports directly with parents, resulting in more effective parental involvement in students' education.

The role of communication in improving school performance cannot be overstated. The study revealed that the AMIS fostered stronger communication between various stakeholders—teachers, parents, and administrators, creating a more collaborative and transparent environment. Parents reported feeling more connected to the school, as the system gave them easy access to their children's academic progress. This improved communication between the school and parents was crucial in ensuring that students received the support they needed inside and outside school. With a clearer understanding of their children's academic needs, parents could contribute more effectively to their children's educational success, leading to a more holistic approach to academic achievement.

The study also demonstrated that AMIS had a positive impact on the overall academic performance of students. Through real-time monitoring of academic data, teachers could detect early warning signs of struggling students and intervene promptly. This proactive approach to addressing student needs improved academic outcomes, as students were given the support they needed before falling too far behind. Additionally, the system allowed for greater personalization of education, as teachers could tailor their instruction to meet the specific needs of individual students. This individualized approach, made possible by the detailed data provided by AMIS, was key to enhancing student achievement. One of the major advantages of AMIS is its potential to improve the efficiency of school management and operations. With the system in place, the school administration at SMPIT Cordova could streamline various processes, such as scheduling, grading, and communication. Administrative staff no longer had to rely on paper-based systems, which were inefficient and vulnerable to errors. The introduction of AMIS allowed quicker decision-making, better resource allocation, and more effective student and staff information management. This improved efficiency directly contributed to the school's overall performance, as administrative tasks were handled swiftly and accurately.

The success of AMIS implementation at SMPIT Cordova also highlights the importance of proper training and ongoing support for teachers, administrators, and other stakeholders involved in the system's use. The study found that the smooth transition to the new system was largely due to the thorough training provided to staff members, which ensured they were familiar with the system's functionalities and could use it effectively. This highlights the critical role that professional development plays in ensuring the successful adoption of new technologies in educational settings. Schools considering the implementation of AMIS should prioritize training programs to ensure that all users are proficient with the system and can take full advantage of its features. In addition to the practical benefits of AMIS, the research revealed the importance of involving all stakeholders in the decision-making process. At SMPIT Cordova, teachers, administrators, and parents were all engaged in selecting and implementing the system. This collaborative approach ensured that the system met the needs of all parties involved, resulting

in greater satisfaction with the system's functionality and a higher level of adoption. This finding suggests that schools considering the implementation of AMIS should involve key stakeholders in the planning and decision-making stages to ensure the system's success.

6. Conclusion

However, while the positive impact of AMIS on school performance is evident in this study, several limitations must be acknowledged. First, the study was conducted at a single school, and the findings may not be directly applicable to other schools, particularly those with different resources or contexts. SMPIT Cordova, being a private Islamic school, may have specific characteristics that influenced the results, such as a more tech-savvy staff or a greater emphasis on academic performance. Therefore, the generalizability of the findings could be limited, and further research in other schools would be necessary to confirm the broader applicability of these results. Additionally, the study relied on self-reported data from teachers, administrators, and parents, which may be subject to bias. While the responses provided valuable insights into stakeholders' perceptions of AMIS, they do not necessarily reflect the objective impact of the system on school performance. Future research could benefit from using more objective measures, such as academic achievement data, to assess the true effect of AMIS on student outcomes. Moreover, as the implementation of AMIS at SMPIT Cordova is relatively recent, further research is needed to evaluate the long-term impact of the system. A longitudinal study would provide a clearer picture of whether the improvements observed in this study are sustained over time.

Despite these limitations, the study highlights the importance of adopting technology in education, particularly administrative and academic management. The implementation of AMIS at SMPIT Cordova has demonstrated the potential for technology to enhance school performance by improving efficiency, increasing academic achievement, and fostering better communication between stakeholders. The positive outcomes of this study suggest that other schools, both in Indonesia and beyond, could benefit from implementing similar systems. The findings emphasize the need for schools to invest in digital solutions that can streamline administrative tasks, improve data accuracy, and enhance teaching practices. The research has shown that AMIS can significantly positively impact school performance, particularly in improving administrative processes, enhancing communication, and supporting academic success. The adoption of AMIS at SMPIT Cordova has led to more efficient operations, better engagement with parents, and improved student outcomes. This study contributes to the growing body of evidence supporting the use of technology in education and underscores the importance of digital tools in improving school performance. As schools continue to adapt to the demands of the 21st century, implementing systems like AMIS can play a critical role in shaping the future of education.

Acknowledgement: The author gratefully acknowledges the Department of Education Management, University Pamulang, Pamulang, Indonesia, for supporting this research.

Data Availability Statement: Data is available upon request for transparency and reproducibility.

Funding Statement: No external funding was received for this research.

Conflicts of Interest Statement: The author declares no conflicts of interest.

Ethics and Consent Statement: The author has consented to this work's publication and public access.

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