



Digital Management of Online Student Admission (PPDB) in Islamic Early Childhood Education: A Case Study

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ABSTRACT

The digital transformation of Islamic early childhood education requires adaptive, transparent, and ethical student admission management. This study aims to analyze the management of online student admission in Islamic early childhood education within the framework of digital transformation and Islamic educational values. A qualitative case study approach was employed, using in-depth interviews, non-participant observation, and institutional documentation. Data were analyzed through Miles and Huberman's interactive model and interpreted using Islamic management principles, including amanah, 'adl, shidq, mas'uliyah, and khidmah. The findings indicate that online admission management enhances administrative efficiency, data organization, transparency, and reporting accuracy through structured digital planning and implementation. The process includes collaborative decision-making, digital registration systems, and developmental screening mechanisms. Key challenges involve internet instability, variations in parental digital literacy, data privacy concerns, and technical overload. These challenges are addressed through guidance, assistance, and service-oriented practices aligned with Islamic ethical values. The study concludes that effective digital student admission management in Islamic early childhood education requires balancing technological innovation with ethical governance, digital competence strengthening, data protection, and continuous system evaluation to ensure equitable and transparent services.

Keywords: *Early Childhood Education Management, Islamic Educational Values, Online Student Admission*

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INTRODUCTION

The rapid development of digital technology has significantly transformed educational governance, including the management systems of Islamic educational institutions (Vial, 2019; Mergel et al., 2019). Digitalization encourages institutions to implement management practices that are more effective, efficient, transparent, and accountable (Bond et al., 2018; Dwivedi et al., 2020). In the context of student admission management, the implementation of online-based New Student Admission systems (PPDB) represents one of the concrete manifestations of digital transformation in education (Zakiyyah et al., 2025). Studies show that digital PPDB systems not only serve administrative functions but also contribute to

improving service quality, data organization, and reporting efficiency (Dina et al., 2025; Simbolon et al., 2025).

The acceleration of technological change influenced by globalization affects all sectors of life, particularly education (OECD, 2021; UNESCO, 2023). Islamic teachings emphasize that educational processes must be carried out wisely and ethically, as reflected in Surah An-Nahl verse 125, which calls for inviting others with wisdom (hikmah) and good instruction. This principle underscores that educational governance, including administrative systems, should reflect professionalism, responsibility, and ethical conduct. Thus, digital transformation in Islamic education must align not only with technological advancement but also with Islamic values, as educational leadership and governance are fundamentally shaped by ethical and value-based principles (Hallinger, 2011).

Islamic Early Childhood Education (PAUD) holds a strategic role as the foundational stage for shaping children's fitrah, moral character (akhlak), and personality. The management of Islamic PAUD institutions is considered an amanah that must be handled professionally and responsibly (Safitri et al., 2025). Consequently, institutional governance should embody Islamic values such as amanah, al-'adl, shidq, and mas'uliyah in both pedagogical and administrative dimensions.

One essential component of PAUD management is student management, beginning with the admission process. PPDB functions as the gateway that determines the continuity and quality of subsequent educational services. In Islamic educational institutions, the admission process must be transparent, fair, and service-oriented as part of community khidmah. The implementation of online PPDB systems has been recognized as a strategic effort to strengthen transparency, minimize subjectivity, and improve administrative professionalism (Suhaimi et al., 2025; Suherman et al., 2024; Gibson & O'Toole, 2020).

Previous studies have explored various aspects of online PPDB implementation, including system design, service optimization, and technological frameworks (Akbar & Sutabri, 2024; Gibran & Royyan, 2024; Lestari et al., 2025). Research has also examined management strategies in student admissions within Islamic educational institutions (Izzah & Na'fiah, 2024; Putra & Huda, 2024) and financial and administrative dimensions of PPDB management (Rosiana & Nursekha, 2025). Additionally, the effectiveness of online PPDB systems in enhancing transparency and service quality has been reported in several contexts (Simbolon et al., 2025; Wahyuni, 2025; Salloum et al., 2019).

However, most existing studies emphasize technical system development, zonation policies, or administrative efficiency (Fatmaro, 2025; Suherman et al., 2024), with limited attention to the integration of digital management practices within the framework of Islamic educational values, particularly in early childhood education settings. Furthermore, challenges remain in implementation, including limited digital competence among staff, technological infrastructure constraints, and varying parental digital literacy levels (Zulvi et al., 2025; Juita et al., 2024; Zawacki-Richter, 2021). These realities indicate that digitalization in Islamic PAUD requires adaptive management that balances technological efficiency with ethical and spiritual principles.

From the perspective of Islamic Educational Management, the digitalization of PPDB is not merely a technical shift but part of a broader effort to realize professional governance

(itqan al-‘amal) and public benefit (maslahah). Effective digital management must involve systematic planning, structured implementation, and continuous evaluation to ensure that technological adoption does not diminish humanistic and spiritual dimensions in service delivery (Fatah & Kamelia, 2025; Al-Haddad & Kotnour, 2015).

Based on this background, this study aims to analyze the management of online student admission in Islamic early childhood education within the framework of digital transformation and Islamic educational values. The study focuses on planning, implementation, evaluation, and the identification of supporting and inhibiting factors in order to provide both theoretical enrichment for Islamic educational management discourse and practical guidance for PAUD institutions in developing ethically grounded digital management systems..

RESEARCH METHODOLOGY

Research Design

This study employs a qualitative approach using a case study design. The qualitative case study was selected to obtain an in-depth and contextual understanding of online student admission management within Islamic early childhood education institutions. The focus of the study is on the stages of planning, implementation, and evaluation of the online-based New Student Admission system (PPDB), interpreted through the framework of Islamic Educational Management principles.

Research Setting and Participants

The research was conducted at an Islamic-based PAUD institution that has implemented an online PPDB system as part of its digital transformation process. The research site was selected purposively based on its experience in adopting digital admission management. The primary participants include the principal, teachers, and administrative staff directly involved in managing the online PPDB process. Parents of prospective students were involved as supporting informants to provide complementary perspectives regarding system usability and service experience.

Data Collection Techniques

Data were collected through in-depth semi-structured interviews, non-participant observations, and analysis of institutional documentation. Documentation included admission policies, digital registration procedures, screening instruments, and administrative records related to the implementation of online PPDB. Interviews were conducted to explore managerial processes, challenges, and evaluation mechanisms, while observations were used to understand the practical implementation of the digital system.

Data Analysis

Data analysis followed Miles and Huberman’s interactive model, consisting of data reduction, data display, and conclusion drawing. Throughout the analysis process, findings were interpreted within the framework of Islamic Educational Management values, including

amanah (trustworthiness), 'adl (justice), shidq (honesty), mas'uliyah (responsibility), and khidmah (service orientation).

Trustworthiness

To ensure data credibility and reliability, triangulation of sources and techniques was applied. Information obtained from interviews, observations, and documentation was cross-verified to strengthen the validity of the findings. This methodological rigor aims to produce comprehensive, credible, and meaningful interpretations of online PPDB management implementation in Islamic PAUD institutions.

RESULTS AND DISCUSSION

Planning of Online Student Admission

The planning of online student admission represents the foundational managerial stage in the institution's digital transformation process. Rather than being a spontaneous adaptation to technological trends, the shift toward an online-based admission system emerged from structured institutional deliberation. The leadership first conducted an internal review of existing manual procedures, identifying inefficiencies in data recording, reporting delays, and the limited reach of information dissemination. These reflections led to a collective decision to redesign the admission system in a way that would maintain institutional integrity while improving service accessibility.

Planning began with a formal institutional meeting to establish the PPDB committee and define operational guidelines. Key considerations included student quota allocation, classroom capacity, teacher availability, administrative readiness, and the selection of an appropriate digital platform. The determination of student quotas was not driven by enrollment expansion but by quality assurance and classroom feasibility. As explained by the principal:

"We first determined the student quota based on classroom capacity and teacher readiness." (PR-01)

This statement indicates that planning was grounded in pedagogical and infrastructural considerations. The deliberative nature of the decision-making process also reflects collaborative governance:

"All decisions regarding online registration were discussed together to ensure transparency." (PR-02)

The administrative team further emphasized that digital tools were selected based on practicality and accessibility for parents:

"We chose online forms because they are easier for parents to access and for us to manage." (AD-01)

These findings demonstrate that the planning phase combined institutional self-assessment, collaborative leadership, and pragmatic technological selection. Digital adoption was therefore embedded within managerial responsibility rather than treated as a purely technical shift.

Implementation of Online PPDB

The implementation stage translated strategic planning into operational practice. The institution adopted a hybrid registration model, offering both online and limited offline services. This approach was designed to ensure inclusivity for families with varying levels of

digital literacy and internet access. Online registration was conducted through barcode-linked forms distributed via messaging platforms commonly used by parents, allowing for efficient document submission and real-time administrative processing.

From an administrative perspective, the adoption of barcode-linked forms simplified data collection and reduced the risk of document misplacement. As stated by the administrative staff:

“The barcode link helped simplify the registration process.” (AD-02)

Beyond administrative efficiency, the implementation phase incorporated child-centered elements. Prospective students participated in trial classes and early growth-development screening in collaboration with psychologists. This screening was not intended as an exclusionary mechanism but as a preparatory step to understand children’s readiness and developmental characteristics before class placement. A teacher explained:

“We conducted screening to understand children’s developmental readiness before class placement.” (TC-01)

Parents also expressed positive perceptions of the digital system’s convenience:

“Online registration saved time and reduced the need to visit the school repeatedly.” (PT-01)

The institution subsequently grouped students based on age categories to ensure developmentally appropriate class composition. Overall, implementation combined technological efficiency with pedagogical sensitivity, maintaining a balance between administrative modernization and child welfare considerations.

Supporting and Inhibiting Factors

Despite its advantages, the implementation of online PPDB was not without challenges. Internal constraints included the need for ongoing digital competence development among staff and adaptation to technological tools. Externally, parents demonstrated varying levels of familiarity with digital registration procedures. Internet instability in certain areas also posed operational disruptions.

Administrative staff acknowledged that some parents required technical assistance:

“Some parents needed assistance in uploading documents.” (AD-03)

Teachers highlighted connectivity issues affecting system responsiveness:

“Internet instability sometimes delayed confirmation of registration.” (TC-02)

At the managerial level, concerns were raised regarding the safeguarding of personal data submitted through online platforms:

“We are careful about managing personal data because privacy is important.” (PR-03)

To mitigate these challenges, the institution maintained a supportive and communicative approach. Staff provided step-by-step guidance to parents encountering technical difficulties, ensuring that digital transformation did not create exclusion. A parent reflected on this assistance:

“The school staff guided us step by step when we experienced difficulties.” (PT-02)

These findings indicate that technological implementation was accompanied by relational engagement, preserving human interaction within a digital administrative framework.

Evaluation of Online PPDB

The evaluation stage was conducted after the completion of the admission cycle and formed an integral part of institutional reflection. The evaluation process involved internal meetings to assess system usability, data accuracy, workflow efficiency, and parental satisfaction. Rather than treating evaluation as a procedural formality, the institution approached it as a continuous improvement mechanism.

The principal described the reflective process as follows:

“After the admission process ended, we evaluated what worked and what needed improvement.” (PR-04)

Administrative staff emphasized the importance of reviewing digital documentation accuracy and system accessibility:

“We reviewed data accuracy and system usability.” (AD-04)

Feedback from parents suggested the need for clearer technical instructions and simplified digital guidance materials. The evaluation findings thus informed future improvement strategies, particularly in strengthening digital competence and refining user-friendly system features.

The findings reveal that online PPDB implementation in Islamic early childhood education constitutes a structured managerial transformation. Planning was collaborative and capacity-oriented, implementation was adaptive and child-centered, challenges were addressed through supportive engagement, and evaluation ensured continuous refinement. Digital technology functioned as an enabling instrument rather than a replacement for institutional responsibility and service ethics. The integration of administrative modernization with ethical governance principles strengthened transparency, accountability, and service accessibility within the institution.

Disussion

Student management in Islamic early childhood education must be understood as an integrated governance system that regulates the entire lifecycle of student services, from admission to completion of education. Conceptually, student management functions as a strategic subsystem within institutional management that ensures educational services are delivered in an orderly, systematic, and quality-oriented manner (Handayani et al., 2025). Its centrality lies in the fact that curriculum, infrastructure, financial governance, and human resource management ultimately aim to optimize student development (Rosiana & Nursekha, 2025). The core managerial cycle planning, organizing, implementing, and evaluating forms a continuous improvement mechanism within educational institutions (Juita et al., 2024). In Islamic education, this managerial responsibility is further strengthened by ethical principles rooted in accountability and trust (amanah), as knowledge seeking is positioned as a fundamental obligation within Islamic teaching.

Within this framework, student planning and admission serve as the entry point of institutional service delivery. The findings indicate that online PPDB implementation reinforces the planning function through structured quota determination, administrative preparation, and digital system design. Planning conducted through institutional deliberation (musyawarah) reflects careful needs analysis aligned with capacity considerations, consistent

with structured enrollment forecasting principles (Fatmaro, 2025). As a formal institutional gateway, PPDB is not merely an administrative procedure but a strategic mechanism for regulating access and ensuring fairness in educational services (Suherman et al., 2024; Putra & Huda, 2024). The transition to online systems therefore represents a managerial adaptation aimed at strengthening transparency and documentation integrity.

The digitalization of PPDB also enhances administrative structuring and accountability. Digital registration systems enable more systematic data storage, processing accuracy, and structured reporting mechanisms (Lestari et al., 2025). From a governance perspective, this supports transparency and service efficiency while minimizing procedural subjectivity. The integration of digital tools into student admission management reflects broader trends in educational digital transformation, where technological platforms function as instruments to improve service effectiveness. However, digital systems do not replace foundational student management components such as orientation, placement, coaching, and evaluation. Orientation programs such as MPLS remain essential for social adaptation (Gibran & Royyan, 2024), while age-based placement in Islamic PAUD institutions ensures equitable service rather than competitive selection.

Despite its advantages, the implementation of online PPDB reveals structural and contextual constraints. Challenges related to digital literacy, internet accessibility, and technological readiness confirm that digital transformation requires institutional preparedness beyond infrastructure alone. Similar findings indicate that digital admission systems may encounter technical limitations and governance vulnerabilities if not supported by adequate capacity building (Akbar & Sutabri, 2024; Simbolon et al., 2025). Concerns regarding data privacy and system overload further emphasize the importance of secure digital governance frameworks (Izzah & Na'fiah, 2024; Wahyuni, 2025). These challenges illustrate that technological adoption in educational management is multidimensional, encompassing technical, human, and ethical dimensions.

The institutional response to these constraints reflects adaptive and value-based management. Providing direct assistance to parents and maintaining communicative engagement demonstrate that technology is positioned as a facilitative instrument rather than a replacement for human interaction. This aligns with the Islamic educational management principle of *khidmah*, where service orientation remains central even within digital systems. Continuous evaluation through internal review and stakeholder feedback further reinforces institutional accountability and commitment to improvement (Apriansyah et al., 2025). The principle of *ishlah*, or sustainable improvement, becomes evident in efforts to refine usability and strengthen digital competence among staff.

Overall, the discussion indicates that online PPDB implementation contributes to strengthening student management in Islamic early childhood education when supported by structured planning, ethical governance, and continuous evaluation. Digital technology enhances efficiency and transparency; however, its effectiveness depends on leadership readiness, stakeholder adaptation, and adherence to Islamic management values. The integration of technological innovation with *amanah*, accountability, and public benefit (*maslahah*) forms a foundational model for transparent and community-oriented PAUD governance (Safitri et al., 2025). Thus, digital transformation in student management should

not be interpreted as a purely technical modernization process, but as a holistic institutional reform that harmonizes administrative efficiency with ethical and spiritual responsibility.

CONCLUSION

The findings demonstrate that the implementation of online PPDB in Islamic early childhood education strengthens student management through improved administrative efficiency, transparency, and structured data governance when supported by collaborative planning, adaptive service mechanisms, and continuous evaluation. Digital transformation, however, requires strategic reinforcement through the development of digitally competent human resources grounded in Islamic values such as amanah, shidq, and professionalism to ensure ethical governance. Institutions are encouraged to design stable, user-friendly, and secure admission systems supported by reliable infrastructure and responsive technical assistance as a form of khidmah. Periodic evaluation using measurable service indicators is essential to sustain improvement based on principles of maslahah and accountability. Therefore, clear digital SOPs that uphold fairness and transparency are necessary to ensure that technological innovation not only enhances efficiency but also meaningfully benefits students, parents, and institutional sustainability in the digital era.

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