

Does Digital Administration Drive Pedagogical Performance? Assessing the Impact of SIMPATIKA on Classroom Management in Madrasah Education

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Abstract:

This study examines the influence of Digital SIMPATIKA and Contemporary Madrasah Culture on teachers' classroom management performance, both partially and simultaneously. A quantitative survey approach was applied involving 33 teachers as research participants. Data were collected through validated and reliable questionnaires and analyzed using multiple linear regression, including partial t-tests, a simultaneous F-test, and the coefficient of determination (R^2). The results show that Digital SIMPATIKA (X_1) has a significant positive effect on classroom management performance ($t = 2.652$, $p = 0.013$). In contrast, Contemporary Madrasah Culture (X_2) does not demonstrate a statistically significant partial influence ($t = 1.587$, $p = 0.123$). However, the regression model as a whole is statistically significant ($F = 40.568$, $p < 0.001$). The coefficient of determination (R^2) is 0.730 (Adjusted $R^2 = 0.712$), indicating that approximately 71.2% of the variance in teachers' classroom management performance can be explained by the two predictors in the model. These findings suggest that the utilization of Digital SIMPATIKA plays a stronger role in explaining classroom management performance than cultural factors within the context of this study.

Keywords: *Digital SIMPATIKA, Contemporary Madrasah Culture, Classroom Management Performance*

Abstrak:

Studi ini meneliti pengaruh SIMPATIKA Digital dan Budaya Madrasah Kontemporer terhadap kinerja manajemen kelas guru, baik secara parsial maupun simultan. Pendekatan survei kuantitatif diterapkan dengan melibatkan 33 guru sebagai partisipan penelitian. Data dikumpulkan melalui kuesioner yang tervalidasi dan reliabel serta dianalisis menggunakan regresi linier berganda, termasuk uji t parsial, uji F simultan, dan koefisien determinasi (R^2). Hasil menunjukkan bahwa SIMPATIKA Digital (X_1) memiliki pengaruh positif yang signifikan terhadap kinerja manajemen kelas ($t = 2,652$, $p = 0,013$). Sebaliknya, Budaya Madrasah Kontemporer (X_2) tidak menunjukkan pengaruh parsial yang signifikan secara statistik ($t = 1,587$, $p = 0,123$). Namun, model regresi secara keseluruhan signifikan secara statistik ($F = 40,568$, $p < 0,001$). Koefisien determinasi menunjukkan $R^2 = 0,730$ (R^2 yang disesuaikan = 0,712), artinya sekitar 71,2% varians dalam kinerja manajemen kelas guru dapat dijelaskan oleh dua prediktor yang termasuk dalam model. Temuan ini menunjukkan bahwa pemanfaatan SIMPATIKA Digital memainkan peran yang lebih kuat dalam menjelaskan kinerja manajemen kelas daripada faktor budaya dalam konteks penelitian ini.

Kunci: *Digital SIMPATIKA, Contemporary Madrasah Culture, Classroom Management Performance*

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INTRODUCTION

Teacher performance in classroom management plays an important role in determining the effectiveness of learning in madrasas. Previous studies in Islamic educational institutions also highlight that effective teacher performance management plays a crucial role in improving teaching quality, professional competence, and overall educational outcomes in madrasas (Winarsih, 2024). In this context, teaching activities are closely connected with the internalization of Islamic values and the development of students' character. Empirical research has confirmed that effective classroom management significantly influences instructional quality and student engagement (Astari et al., 2022). In Islamic educational settings, classroom management encompasses not only classroom management but also moral guidance, value transmission, and religious modeling, making it distinct from general school contexts. Within institutions under the Ministry of Religious Affairs, teacher performance is shaped not only by instructional competence but also by leadership characteristics and institutional work culture rooted in religious values and collegial collaboration (Sariah et al., 2023). This indicates that teacher performance in madrasas is embedded within institutional environments that combine professional expectations with culturally grounded organizational practices.

In educational management, teacher performance is influenced by both structural governance mechanisms and organizational culture, which shape professional behavior through complementary processes. Organizational culture shapes shared values, professional commitment, and collaborative practices among teachers, while governance systems govern institutional procedures and accountability mechanisms. In educational institutions, these two dimensions often operate simultaneously in shaping teachers' professional behavior and performance. Digital governance functions as a structural mechanism that formalizes administrative procedures, standardizes reporting systems, and strengthens institutional accountability. Recent studies also emphasize that the growing integration of artificial intelligence in education is reshaping governance structures by altering how authority, responsibility, and accountability are distributed within education systems (Pesek, 2026). In Indonesian madrasahs, digital administrative platforms such as SIMPATIKA have been implemented to support the management of teacher data, certification records, and institutional reporting processes within the education system (Defitri et al, 2022; Usman et al., 2023). While such systems enhance administrative efficiency, their potential impact on teachers' pedagogical practices and classroom management remains underexplored. Existing studies on SIMPATIKA largely focus on administrative efficiency, data management, and system utilization rather than examining its implications for instructional performance (Usman et al., 2023; Khotimah et al., 2025). Consequently, further investigation is needed to understand how digital governance systems and contemporary madrasah culture jointly influence teacher performance in classroom management.

Along with the digital transformation of public services, madrasas in Indonesia have increasingly adopted digital management systems to enhance administrative efficiency, transparency, and institutional accountability. One of the key systems implemented under the Ministry of Religious Affairs is SIMPATIKA (Educator and Education Personnel Management Information System), which manages teacher data, workload reporting, professional allowances, and performance documentation. Previous studies have primarily examined SIMPATIKA from an administrative perspective, emphasizing its role in standardizing records, supporting certification processes, and strengthening bureaucratic discipline (Kusumaningrum et al., 2025). Similar studies on digital administration in education also indicate that digital management systems contribute to improved data accuracy, more systematic workload documentation, and higher levels of teacher compliance with institutional regulations. Recent research on digital governance in education also indicates that effective digital infrastructure management can enhance teacher effectiveness and support improved educational outcomes, highlighting the importance of strengthening teachers' professional capacity within digitally governed education systems (L & Arismunandar, 2025).

Despite the growing body of research on teacher performance, educational technology, and school organizational culture, empirical studies explicitly examining the impact of SIMPATIKA on teachers' classroom management remain limited. To clarify this research gap, a bibliometric review was conducted using Google Scholar, covering publications from 2021 to 2025 with keywords including *SIMPATIKA*, teacher performance, digital administration, and classroom management. From 445 relevant documents identified, the analysis revealed that although teacher performance and digital management systems are widely discussed, only a small number of studies directly investigate the relationship between SIMPATIKA and classroom management practices. This indicates that, while SIMPATIKA has been widely implemented as an administrative platform, its instructional and pedagogical implications remain underexplored. Examining these implications is therefore important for understanding the broader educational impact of digital governance systems in madrasas.

In addition to technological support, madrasah culture plays a pivotal role in shaping teachers' attitudes, motivation, and professional behavior. Previous studies have also demonstrated that a supportive school climate and effective managerial leadership significantly influence teacher performance by strengthening teachers' motivation and professional engagement within the school environment (Reski et al., 2024; Papilaya & Nanda, 2024). Contemporary madrasah culture, as defined by Mawardi et al. (2023), refers to a set of shared values, norms, and practices that emphasize collaboration, innovation, discipline, and adaptability while remaining grounded in Islamic principles. Its key indicators include collaborative teaching and peer support, the implementation of innovative instructional strategies, adherence to institutional norms and punctuality, and flexibility in responding to educational and technological changes. Unlike conventional school cultures that often emphasize routine procedures and hierarchical compliance, contemporary madrasah culture

encourages professional engagement and collective responsibility, thereby fostering a learning environment that supports effective classroom management.

Classroom management reflects a teacher's ability to organize learning activities, regulate student behavior, and build constructive relationships within the classroom (Danielson, 2013; Gregory et al., 2016). Recent studies indicate that effective classroom management strategies grounded in pedagogical approaches can foster a supportive learning environment, enhance student motivation, and encourage active participation in classroom activities (Pajrini et al., 2022). Empirical research further suggests that teachers with strong professional competence are more likely to implement effective classroom management practices, which, in turn, contribute to improved student learning outcomes and classroom engagement (Yap, 2026). Other studies also show that effective classroom management practices contribute to positive student academic behavior and improved learning outcomes by fostering structured and supportive classroom environments (Bantolo, 2026). While these perspectives highlight the relational and instructional dimensions of classroom management, their effectiveness is often influenced by the broader organizational environment in which teachers work. In madrasas, digital administrative systems such as SIMPATIKA can streamline teacher workload, standardize reporting procedures, and strengthen institutional accountability, enabling teachers to devote more time to instructional preparation and classroom interaction. At the same time, a supportive contemporary madrasah culture characterized by collaboration, innovation, discipline, and adaptability can reinforce professional norms and strengthen teachers' commitment to effective classroom management. The integration of structured digital systems and adaptive organizational culture, therefore, provides a potential mechanism for improving teacher performance in classroom settings.

Based on these considerations, this study aims to analyze the influence of the Digital SIMPATIKA system and contemporary madrasah culture on teacher performance in classroom management. Although the Ministry of Religious Affairs has introduced EMIS 4.0 GTK as a new information system, SIMPATIKA continues to operate in parallel during the current transition period. Assessing its impact, therefore, remains relevant, particularly for madrasas that are still actively utilizing the system. This study contributes to the literature by examining teacher performance through the combined lens of digital governance and organizational culture, an approach that has received limited attention in studies of madrasah education. The findings are expected to contribute to the literature on digital governance, organizational culture, and teacher professionalism in Islamic educational contexts, while also providing practical insights for madrasa leaders and education policymakers.

RESEARCH METHODS

This study employed a quantitative, cross-sectional survey design to examine the influence of Digital SIMPATIKA and contemporary madrasah culture on teacher performance in classroom management. Data were collected at a single point in time to capture teachers' perceptions and organizational conditions

during the study period. The quantitative approach enables hypothesis testing through statistical analysis of numerical data (Sugiyono, 2019; Creswell & Creswell, 2018). Multiple linear regression analysis was applied to objectively and systematically determine the partial and simultaneous effects of the independent variables on the dependent variable.

The study was conducted at Madrasah Ibtidaiyah Negeri (MIN) 1 North Bengkulu, a state Islamic elementary school under the Ministry of Religious Affairs located in North Bengkulu Regency, Indonesia. The research subjects were 33 teachers actively involved in instructional activities and classroom management. The study population consisted of all 33 teachers at MIN 1 North Bengkulu. Due to the relatively small population size, a saturated sampling technique was employed, meaning that all members of the population were included as research participants. Accordingly, this study represents an internal population study focusing specifically on the institutional context of MIN 1 North Bengkulu.

Data were collected using a structured questionnaire administered to all participating teachers. The questionnaire was designed to capture teachers' perceptions regarding the use of Digital SIMPATIKA, contemporary madrasah culture, and classroom management performance. A five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was employed to generate standardized quantitative data suitable for statistical analysis. The study employed three variables, each measured by 20 statement items. The Digital SIMPATIKA variable (X1) covered data completeness, digital service utilization, teacher digital competence, and system effectiveness. The Contemporary Madrasah Culture variable (X2) reflected Islamic values, adaptation to contemporary educational demands, organizational climate, and institutional environment. The Teacher Classroom Management Performance variable (Y) included aspects of lesson planning, classroom organization, instructional interaction, student behavior management, assessment, and professional responsibility.

Instrument validity was examined using the Pearson Product-Moment correlation to determine whether each item appropriately represented the construct being measured. The results showed that all 20 items for the Digital SIMPATIKA variable (X1) were valid, with correlation coefficients ranging from 0.693 to 0.916, exceeding the r-table value of 0.296 ($p < 0.05$). For the Contemporary Madrasah Culture variable (X2), the correlation coefficients ranged from 0.675 to 0.935, while the Teacher Classroom Management Performance variable (Y) ranged from 0.595 to 0.958. Since all correlation values were above the minimum requirement, all questionnaire items were considered valid and suitable for further analysis.

Instrument reliability was assessed using Cronbach's Alpha. The results showed alpha coefficients of 0.965 for Digital SIMPATIKA (X1), 0.979 for Contemporary Madrasah Culture (X2), and 0.980 for Teacher Classroom Management Performance (Y). These values indicate a very high level of internal consistency, suggesting that the research instruments were reliable for measuring

the variables in this study. The data were analyzed using multiple linear regression to examine the influence of Digital SIMPATIKA and contemporary madrasah culture on teacher classroom management performance.

Before conducting the regression analysis, several classical assumption tests were performed. The normality assumption was tested using the Shapiro-Wilk test, multicollinearity was examined using the Variance Inflation Factor (VIF) with a threshold of $VIF < 5$, and heteroscedasticity was tested using the Glejser test. Hypothesis testing was carried out using the t-test to examine the partial effect of each independent variable and the F-test to assess their simultaneous influence. In addition, the coefficient of determination (R^2) was used to assess the proportion of variance in the dependent variable explained by the independent variables. All statistical analyses were conducted at the 5% significance level.

RESULTS AND DISCUSSION

Results

This section presents the study's empirical findings on the influence of Digital SIMPATIKA and Contemporary Madrasah Culture on teachers' classroom management performance. Overall, the results indicate that the regression model is statistically significant, with Digital SIMPATIKA demonstrating a significant positive effect, while Contemporary Madrasah Culture shows a positive but non-significant effect. Detailed findings are presented in the following subsections.

Descriptive Findings

This section presents the empirical findings based on questionnaire data collected from 33 teacher respondents. The descriptive analysis indicates that respondents generally had positive perceptions of all study variables. Responses to the Digital SIMPATIKA variable were predominantly in the agree and strongly agree categories, suggesting that the system has been widely implemented and is perceived as supporting teachers in carrying out administrative and professional responsibilities. Similarly, perceptions of contemporary madrasah culture showed strong agreement, indicating a conducive organizational climate characterized by the strengthening of Islamic values, collegial collaboration, and adaptation to digital practices.

Teacher performance in classroom management was also deemed good, reflected in their ability to plan lessons, organize classes, manage learning interactions, and effectively control student behavior. Overall, these descriptive findings indicate that the research context is conducive to examining the relationship between digital management systems, institutional culture, and teacher performance in classroom management.

Respondent Characteristics

The demographic profile of respondents provides contextual insight into the characteristics of the teaching staff involved in this study. Overall, the sample reflects a predominantly female workforce with varied teaching experience and generally adequate academic qualifications.

Table 1. Respondent Characteristics

Characteristics	Categories	n	%
Gender	Male	7	21,2%
	Female	26	78,8%
Age	26-36 years	6	18,18%
	37-47 years	12	36,36%
	48-59 years	15	45,45%
Education	Bachelor's Degree	31	93,3%
	Master's Degree	2	6,7%
Experience	<5 years	15	45,5%
	5-10 years	4	12,1%
	11-15 years	3	9,1%
	More than 15 years	11	33,3%

As shown in Table 1, the respondents in this study were predominantly female teachers, totaling 26 (78.8%), while male teachers numbered 7 (21.2%). In terms of age, the majority of respondents were in the 48–59 age range, totaling 15 (45.45%), followed by the 37–47 age group, totaling 12 (36.36%). Meanwhile, there were 6 respondents aged 26–36 (18.18%).

Based on educational level, the majority of respondents had a Bachelor's degree (S1), totaling 31 (93.3%), while 2 (6.7%) had a Master's degree. In terms of teaching experience, respondents with less than 5 years of experience constituted the largest group, totaling 15 (45.5%). Furthermore, respondents with more than 15 years of experience numbered 11 people (33.3%), followed by respondents with 5–10 years of experience as many as 4 people (12.1%) and 11–15 years of experience as many as 3 people (9.1%).

Classical Assumption Test

Prior to hypothesis testing, the research data were first tested using the classical assumption test to ensure the feasibility of using multiple linear regression analysis. The results of the normality test indicated that the residual data were normally distributed, as indicated by a Shapiro–Wilk significance value of 0.050. The multicollinearity test indicated no signs of multicollinearity, with a tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) value less than 10.

Furthermore, the results of the heteroscedasticity test using the Glejser test indicated that all independent variables had significance values above 0.05, thus concluding that heteroscedasticity did not occur. Therefore, the research data met all the assumptions required for regression analysis.

Correlation between Variables

The results of the bivariate correlation analysis using Pearson Product Moment showed that Digital SIMPATIKA (X1) has a strong positive relationship with teacher performance in classroom management (Y) ($r = 0.841$; Sig. < 0.001). Contemporary madrasa culture (X2) also shows a strong positive relationship with variable Y ($r = 0.817$; Sig. < 0.001). In addition, the correlation between Digital SIMPATIKA and contemporary madrasa culture is very strong ($r = 0.889$; Sig. < 0.001), which indicates a close relationship between the independent variables.

Multiple Linear Regression Analysis

To determine the influence of Digital SIMPATIKA and contemporary madrasah culture on teacher performance in classroom management, a multiple linear regression analysis was conducted. The results of the regression analysis are presented in Table 1.

Tabel 2. Multiple Regression of SIMPATIKA and Madrasah Culture on Classroom Management

Variable	B	Std. Error	β	t-value	Sig.
(Constant)	18.504	7.251	-	2.552	0.016
Digital SIMPATIKA (X1)	0.458	0.173	0.549	2.652	0.013*
Contemporary Madrasah Culture (X2)	0.286	0.180	0.329	1.587	0.123
Model Summary:					
R	0.854				
R-squared	0.730				
Adjusted R-squared	0.712				
Std. Error	5.346				
ANOVA (F-test):					
F = 40.568; Sig. < 0.001					
Dependent Variable: Teachers' Classroom Management Performance					
Significant at p < 0.05					

Based on the results of the regression analysis, the following equation was obtained:

$$Y = 18.504 + 0.458X_1 + 0.286X_2$$

The regression coefficient for Digital SIMPATIKA is positive and significant ($B = 0.458$; $p = 0.013$), indicating that increased use of Digital SIMPATIKA contributes to improved teacher performance in classroom management. Meanwhile, contemporary madrasah culture has a positive regression coefficient, but its effect is not statistically significant ($B = 0.286$; $p = 0.123$).

Coefficient of Determination

The coefficient of determination (R^2) of 0.730 indicates that Digital SIMPATIKA and contemporary madrasah culture together explain 73% of the variation in teacher performance in classroom management. The remaining 27% may be influenced by other factors not included in the model. The significant influence of these two independent variables is also reflected in the effect size, as measured by Cohen's f^2 . Based on the R^2 value, the calculated Cohen's f^2 of 2.704 indicates a very large effect size. This suggests that Digital SIMPATIKA and contemporary madrasah culture make a substantial contribution to teacher performance in classroom management.

Furthermore, the 95% confidence interval estimates in the regression coefficient table indicate that the Digital SIMPATIKA variable (X1) has a coefficient interval of 0.105 to 0.811. Because the entire interval lies above zero, the positive and significant effect of Digital SIMPATIKA on teacher performance is confirmed. In contrast, the contemporary madrasah culture variable (X2) has a confidence interval of -0.082 to 0.653, including the value of zero. This indicates that the statistical influence of variable X2 on variable Y is not yet significant.

Hypothesis Testing

The F-test results indicated that the regression model was statistically significant ($F = 40.568$; $p < 0.001$), confirming that Digital SIMPATIKA and Contemporary Madrasah Culture simultaneously influence teacher performance in classroom management. This finding suggests that digital administrative systems and institutional culture collectively contribute to shaping teachers' instructional practices.

Further analysis using the t-test revealed that Digital SIMPATIKA had a significant positive partial effect on teacher performance ($B = 0.458$; $p = 0.013 < 0.05$). This result indicates that improved utilization of digital administrative systems is associated with better classroom management performance. The finding highlights the importance of digital integration in supporting teachers' professional effectiveness.

In contrast, Contemporary Madrasah Culture did not demonstrate a statistically significant partial effect ($B = 0.286$; $p = 0.123 > 0.05$), although the regression coefficient was positive. This suggests that while institutional culture may provide a supportive environment, its direct contribution to measurable classroom management performance appears less dominant compared to the role of digital systems in this context.

Discussion

Digital SIMPATIKA and Teacher Classroom Performance

The results of this study indicate that Digital SIMPATIKA has a positive and statistically significant effect on teacher performance in classroom management. Teachers who actively utilize SIMPATIKA tend to organize classroom activities more systematically, demonstrate clearer instructional planning, and maintain more consistent documentation of teaching activities. These conditions support teachers in monitoring student behavior in classroom settings, structuring learning activities, and managing classroom processes more effectively.

This finding supports the broader perspective of digital governance in education, which emphasizes that institutional digital systems can improve professional performance when integrated into daily administrative and instructional routines. Research on digital transformation in educational management shows that digital platforms contribute to more systematic documentation, greater transparency in performance indicators, and greater efficiency in administrative processes for teachers (Nurudeen et al., 2022). Studies on digital learning environments also indicate that integrating educational technology can strengthen teachers' instructional preparation and professional practices when supported by adequate institutional infrastructure. In the context of Indonesian madrasahs, previous studies on the implementation of SIMPATIKA similarly report that the system contributes to improved administrative discipline, teacher accountability, and more structured work patterns (Astari et al., 2022; Muzaini et al., 2024).

Empirical studies also suggest that digital systems can strengthen teachers' professional effectiveness by improving their digital competence and instructional readiness. Research on the integration of digital learning technologies further

shows that educational technology can support teachers in preparing instruction and implementing more effective teaching practices, particularly when supported by adequate institutional infrastructure (Delcker & Ifenthaler, 2022). In addition, studies on digital governance in educational institutions indicate that administrative technology systems can reduce bureaucratic workload, allowing teachers to allocate more time to pedagogical tasks and classroom interaction.

However, the positive influence of digital systems should not be interpreted as an automatic consequence of technological adoption. The effectiveness of digital platforms largely depends on institutional support, teacher readiness, and digital leadership within educational institutions. Studies on educational digitalization emphasize that digital technologies become meaningful when they are integrated into professional routines and supported by school leadership that promotes a collaborative digital culture (Zeng et al., 2025). Without such alignment, digital systems may function only as administrative reporting tools rather than instruments that enhance instructional practice.

These findings help address the research gap identified in the introduction of this study, which found that previous studies primarily examined SIMPATIKA as an administrative system rather than exploring its pedagogical implications. The present study demonstrates that digital administrative systems in madrasahs may extend beyond administrative efficiency by influencing instructional practices through improved teacher organization, accountability, and classroom management.

Contemporary Madrasah Culture and Classroom Management

In contrast to the digital system variable, contemporary madrasah culture does not show a statistically significant partial effect on teacher performance in classroom management, although the regression coefficient remains positive. This suggests that while organizational culture provides an important contextual foundation for teachers' professional activities, its influence on classroom management may operate indirectly rather than producing a measurable direct effect.

Such cultural environments primarily shape shared norms, collective values, and professional identity within educational institutions. Research on school climate suggests that culture influences teacher outcomes indirectly, through mediating factors such as job satisfaction, work motivation, and organizational commitment, rather than exerting a direct effect on instructional behavior (Collie & Mansfield, 2022). Similarly, studies on educational leadership indicate that organizational culture and school management practices interact in shaping teachers' professional engagement and instructional practices (Qu, 2024). Evidence from Indonesian educational institutions also suggests that cultural values tend to influence teacher performance indirectly through mediating factors such as motivation, organizational commitment, and professional engagement (Suparti et al., 2024; Putri et al., 2025).

Other empirical findings indicate that innovation-oriented school cultures encourage teachers to experiment with new instructional strategies and engage in collaborative professional learning. Nevertheless, the statistical influence of culture on specific classroom practices is often mediated by leadership structures,

institutional accountability mechanisms, and professional development systems (Nguyen et al., 2022). This suggests that cultural values such as collaboration, discipline, and adaptability create a supportive professional environment. However, their direct impact on classroom management outcomes may be limited when not accompanied by structured institutional systems.

Within the context of contemporary madrasah culture, which emphasizes collaboration, innovation, discipline, and adherence to Islamic values, cultural influence appears to operate mainly at the normative level. Cultural values strengthen teachers' sense of professional identity and collective responsibility. However, classroom management requires concrete strategies, structured lesson planning, and continuous monitoring of student behavior. These operational aspects may therefore depend more strongly on formal governance systems than on cultural norms alone.

These results indicate that contemporary madrasah culture functions primarily as a supportive institutional environment that reinforces teacher commitment and professional identity. However, its influence on classroom management performance becomes more visible when cultural values are supported by structured organizational systems that translate these norms into concrete teaching practices.

The Simultaneous Influence of SIMPATIKA Digital and Madrasah Culture

Although contemporary madrasah culture does not demonstrate a significant partial effect, the simultaneous test results indicate that Digital SIMPATIKA and madrasah culture together significantly influence teacher performance in classroom management. The relatively high coefficient of determination suggests that the research model explains a considerable proportion of the variation in teachers' classroom management performance.

This finding supports the argument that the interaction between governance systems and organizational environments shapes educational effectiveness. Research on school improvement indicates that institutional performance improves when leadership practices and governance structures are supported by a positive, collaborative school culture (Alzoraiki et al., 2024). Similarly, research on educational leadership highlights the interaction between organizational culture and school management practices in influencing teachers' professional engagement and instructional practices (Collie & Mansfield, 2022).

Recent research on digital transformation in education also demonstrates that the effectiveness of digital governance systems depends on their alignment with the broader institutional environment. When digital platforms are embedded within collaborative and adaptive school cultures, they can strengthen teacher engagement, professional accountability, and instructional effectiveness (OECD, 2023).

In Islamic educational institutions such as madrasahs, this interaction becomes particularly significant because educational practices are closely connected with moral values and collective responsibility. Digital governance systems provide structural clarity through documentation, monitoring, and administrative discipline. In contrast, contemporary madrasah culture reinforces professional commitment, collaboration, and institutional values. Empirical

studies in madrasah education also report that integrating digital systems and supportive institutional cultures strengthens teacher professionalism and improves learning effectiveness (Rosyidah et al., 2025; Sholeha et al., 2025). Therefore, teacher classroom management performance can be understood as the result of an institutional ecosystem in which structured digital systems and supportive organizational cultures operate simultaneously.

When both elements function together, teachers are better supported in organizing learning activities, maintaining classroom order, and carrying out their professional responsibilities effectively within the educational values of the madrasah environment. Overall, the findings suggest that SIMPATIKA functions not only as an administrative management system but also as a governance mechanism that structures teachers' professional behavior and supports more systematic classroom management. This study highlights the importance of structured digital governance systems in supporting teachers' classroom practices in madrasahs, while cultural values provide an important normative foundation. Practical instructional performance, however, appears to depend more strongly on institutional systems that organize and support teachers' professional activities.

The findings indicate that digital governance plays a more direct and measurable role in improving classroom management performance than cultural factors alone. For policymakers and madrasah leaders, this highlights the importance of optimizing digital systems not only for administrative compliance but also as instruments that support instructional organization and professional accountability. At the same time, the absence of a significant partial effect of madrasah culture does not diminish its strategic importance. Organizational culture remains essential in fostering teacher commitment, collaboration, and professional identity within educational institutions.

Improving classroom management in madrasahs requires a balanced institutional approach that integrates structured digital governance with a supportive, adaptive organizational culture. Through this integration, teachers can perform their professional roles more effectively while maintaining alignment with the values and educational objectives of Islamic schooling.

This study has several limitations that need to be acknowledged. It was conducted in a single madrasah with 33 teachers, which may limit the generalizability of the findings to other madrasah contexts. Although multiple linear regression was used, the relatively small sample size could reduce statistical power and increase the risk of Type II error. Therefore, the results should be interpreted as context-specific insights reflecting the particular dynamics of MIN 1 North Bengkulu.

Future studies are encouraged to include larger and more diverse samples across multiple madrasahs. Expanding the scope in this way would enhance the generalizability of the findings and provide stronger empirical support for the relationships explored in this study.

CONCLUSION

This study investigates the influence of Digital SIMPATIKA and contemporary madrasah culture on teacher performance in classroom

management at a public elementary madrasah. The findings reveal that Digital SIMPATIKA has a positive and significant effect on classroom management performance, indicating that digital administrative systems can support more structured, organized, and accountable teaching practices. In contrast, contemporary madrasah culture shows no significant partial effect, although the relationship remains positive. However, when analyzed simultaneously, Digital SIMPATIKA and madrasah culture jointly influence teacher performance in classroom management. These findings suggest that improving teacher performance in madrasahs requires not only effective digital governance systems but also a supportive institutional environment that reinforces professional values and collaboration.

This study contributes to the literature on Islamic education management by demonstrating that digital governance systems can influence classroom-level instructional practices when supported by an appropriate organizational context. Nevertheless, this research has several limitations, including its focus on a single madrasah and the use of only two independent variables. Future research is therefore recommended to expand the scope by involving more educational institutions and incorporating additional variables, such as teacher self-efficacy, school leadership, and work motivation. Employing mixed-method approaches may also provide a more comprehensive understanding of the factors influencing classroom management performance in Islamic educational settings.

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