

Integrated Academic Service Information System (Sipakatau): Study Of Education Service Policy At Iain Palopo

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ABSTRACT

This study aims to 1) determine the service quality of the integrated academic service information system (SIPAKATAU) at IAIN Palopo. 2) Describe the implementation of the education service policy of IAIN Palopo. This research uses *mixed methods*, with an approach to academic and managerial information system research using explanatory sequential design. Data collection techniques are observation, interviews, questionnaires, and documentation. Data analysis consists of data reduction, condensation, presentation, and conclusion drawing. The results showed that: 1) The service quality of the SIPAKATAU was categorized as good by looking at the results of descriptive statistical tests on lecturer responses with an average value of 0.57 and a standard deviation of 0.502, students with an average score of 0.62 and a standard deviation of 0.493 and education staff with an average value of 0.69 and a standard deviation of 0.467 because more than half the number of respondents who chose to agree with the SIPAKATAU. 2) Education policy services at IAIN Palopo through the SIPAKATAU application service greatly facilitate users in all academic aspects, both administratively and in the teaching and learning process, which is currently in the online learning category. In this case, service users are helped by an integrated academic service information system service because the teaching and learning process can occur when students are in their respective areas. Therefore, SIPAKATAU is very useful. It helps users provide services because some of the services can already be done in the SIPAKATAU application so that academic services at IAIN Palopo are better and on target when learning demands increasingly sophisticated technology and technological developments are also increasingly modern. IAIN Palopo's policy challenges implementing educational services, such as the uneven access to the information contained in the SIPAKATAU service to service users in the era of the industrial revolution 4.0. Research Implications: 1) IAIN Palopo's educational services should be evaluated every semester by evaluating the performance between students, lecturers, and education staff. 2) Education policy services at IAIN Palopo require developing the SIPAKATAU application to refine further the features contained in the application to support the quality of education in the face of the industrial revolution era with increasingly sophisticated educational technology. 3) The SIPAKATAU still requires socialization on services. 4) SIPAKATAU has a vision and mission at the beginning of the manufacturing process so that it is carried out in its development to achieve the goals in its use according to the needs of service users

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I. Introduction

Building an educational service application must reflect the vision and mission of policymakers and strive to be the answer in meeting the needs of service users to meet user needs in its development. Being the final goal in the process of using it affects the quality of good service in educational institutions, it will improve the relationship between service providers and service users; in this case, the quality of service affects the quality of integrated academic information system services in order to achieve the quality of information technology-based education properly by the civilization of the era in the era of globalization towards artificial intelligence.

Every tertiary institution in its capacity experiences the need for information as user-generated content (content created by consumers as well as producers)[1]; universities either directly or indirectly compete to present themselves in the form of producers of professional educational services and able to produce superior products in the form of alumni according to their vision and mission. Each university is also required to be more responsive (fast and responsive) in displaying and managing services to meet the needs of its service users (customer value) as quality assurance and a benchmark for the competitive advantage of higher education [2].

Information systems greatly affect services in an educational institution, especially in universities, to achieve quality education services. Seeing current needs is very dependent on the development of new information systems in order to answer the challenges of the times and compete with technology-based higher education institutions in providing academic services to the continuity of dynamics in higher education which also supports the interest and motivation of service users in achieving the goals of the national education system in education. National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values and Indonesian national culture and responsive to changing times' demands (Law No. 20 of 2003, article 1 paragraph 2).

According to Tyoso "The system is a collection" of the components that make up a whole" [3]. Meanwhile, according to Hutahaean, "The system is a network of procedures that are interconnected, gathered together to carry out activities or to carry out certain goals" [4]. Lukman stated that the system is an orderly arrangement of related activities and the arrangement of interrelated procedures, the synergy of all the elements and elements in it, which support the implementation and facilitate the main activities of an organization or unit work [5]. According to Azhar Susanto, the system is a collection or group of sub-systems/parts/components or anything, both physical and non-physical, interconnected and can work together to achieve goals [6]. Then, Sutarman explained that the system comprises elements that interact in unity to achieve the main goal [7].

Meanwhile, according to Jogiyanto, the system can also be defined by the approach of procedures and components. Systems and procedures are a unit that cannot be separated from one another. A new system can be formed if several procedures follow it [8]. The information system is a regulated way to collect, enter and process and store data, and a regulated way to report, control, manage and even store information so that the organization can achieve its goals [9]. An information system within an organization brings together daily transaction processing needs, supports operations, is managerial and strategic activities of an organization, and provides certain outside parties with the necessary reports [10]. The report can be used as information for making decisions.

The information system consists of input, process, and output. There is a reciprocal relationship between 2 elements: system performance control and data storage sources, both in letters and numeric characters. The data can be in sound or audio or images, or video. This data is processed by certain methods and produces output in the form of information. The information generated can be in the form of reports or reports, or solutions from processes that have been carried out.

Planning comes from the word plan, which means the design or framework of something to be done. From this simple understanding, several important components can be described, namely goals (what you want to achieve), activities (actions to realize goals), and time (when these activities are to be carried out). Furthermore, whatever is planned is future actions (for the future). Thus a plan can be understood as a response (reaction) to the future [11]. Meanwhile, according to Terry in Riyadi, planning is an effort to select and connect facts and make and use assumptions about the future by describing and formulating activities considered to achieve the desired results [12].

Service quality is the difference between expectations about the service received with the perception or assessment of the service, which means the lower the difference, the higher the quality of service received. Service quality is also defined as an assessment of the processes used by an organization in providing services to meet the expectations of users of these services. Furthermore, Robinson in Martono also defines service quality as an assessment given by consumers of the ability of a service to meet expectations [13].

Educational tools are actions carried out intentionally by educators against students to achieve the goals expected by educators who use these educational tools. Uyoh Sadullah said that an

educational tool is a situation that was created specifically to influence students pedagogically (educatively). If the act in this situation is not intentional to achieve educational goals, then the act is called an educational factor, not an educational tool.

Madyo Ekosusilo grouped educational tools into two: a. Material education tools, namely educational tools in the form of real objects to facilitate the achievement of educational goals. For example, whiteboards, OHP, and others. b. Non-material educational tools, namely educational tools in the form of conditions or carried out intentionally as a means of educational activities [14].

Educational tools are everything that functions to support the achievement of educational goals. Ansari argues that educational tools are everything that helps implement education in achieving educational goals, both objects in the form of objects and non-objects. Syafaruddin et al. (2009: 111) say that educational tools are understood as "tools related to equipment in the implementation of education."

An organization in Islamic education management will be able to run smoothly and by its goals, if it is consistent with the principles that design the organization's journey, namely freedom, justice, and deliberation. If all of these principles can be applied consistently in managing Islamic educational institutions, it will be very helpful for managers of Islamic education [15].

In its later development, Islamic educational institutions have established principles to maintain their existence and contribution to dynamic global life. These principles include a. The principle of human liberation from the threat of misguidance that plunges humans into hell fire (Surat At-Thamrin: 6). b. The principle of fostering human beings to become servants of Allah who has harmony and balance in a happy life in the world and the hereafter (Surah Al Baqarah: 201; Al-Qashash: 77). c. The principle of the formation of the human personality radiates a ray of faith rich in knowledge, which develops each other's lives to serve themselves to their Creator (Surah Al Mujadilah: 11). d. The principle of Amar Ma'ruf Nahi Munkar frees humans from the shackles of humiliation (Surah Ali-Imran: 104, 110) e. The principle of developing the power of thought, reasoning, and sense of power so that it can create creative students and can function creativity, taste, and intention.

Every person (Muslim) is obliged to do good deeds or good deeds, and it is commendable. Something ma'ruuf is known, something that is considered good by society and the teachings of Islam. Philosophically, every Muslim only knows what is good and useful and does not know what is evil or should be avoided. If the ma'ruuf is done, then someone will get a reward in the hereafter, and in this world, it is guaranteed that the work will be successful. For example, the act of helping (*ta'aawun*) enforces justice among humans, enhances the welfare of society, and enhances efficiency and others.

According to Mutyarini and Sembiring, as Dede Kurniadi and Asri Mulyani, universities' characteristics of information systems in academic services are needed. The quality of higher education institutions is determined by a minimum of three factors, namely students, lecturers, and teaching and learning facilities; these three factors are interrelated and mutually support one another in creating a good learning process. Therefore, it aims to ensure the quality of graduates and the teaching and learning process.

Today, the educational service information system organizing data and information is no longer based offline (outside the network) but optimizes and updates the organization of data and information online (in the network). Through information systems in academic services, decisions made by higher education leaders can be made quickly, accurately, and based on the information and data they have.

Academic service is one of the main objectives of establishing an academic service information system. Excellent academic services that are reliable, affordable, and satisfying, according to Sufiyah, will foster loyalty to the institution, namely the willingness to promote the institution or institution to others, increase public interest in continuing education at the institution, increase the bargaining position of the institution, and improve the image of the institution [17].

Tampubolon, as quoted by Sufiyah, stated that academic services have a very large portion of educational services because they are in direct contact with students. Higher education institutions in fulfilling academic services must be able to understand and meet the needs of students for the sake

of the image of higher education institutions in the perceptions of their students. Quality academic services will provide satisfaction to students. Student satisfaction is aimed at student loyalty to higher education institutions, and students will tell others about satisfactory academic services. Tjiptono stated that the quality of academic services in universities is determined by five main dimensions, namely: reliability, responsiveness, empathy, physical evidence (tangibility),

Wibowo stated that quality is a match between achievement and conformity with user needs or fulfillment of promises by the vision and mission of the university. Academic quality can be understood as achieving educational goals, graduate competencies, research results, and community services determined according to strategic plans and academic standards. The achievement of this goal involves aspects of input, process, and output, as well as the value and degree of goodness, virtue, truth, and perfection (degree of excellence) [18]; [19].

Academic quality includes administrative services supported by the novelty of data centers, facilities, infrastructure, organization, and management to meet the academic community's expectations (student parents, graduate users, and the wider community). In addition, it means that the quality

According to [20], implementation is a series of activities to deliver policies to the public so that these policies can bring results as expected. The series of activities include, First, the preparation of a set of further regulations, which are the interpretation of the policy. Second, preparing resources to drive implementation activities, including facilities and infrastructure, financial resources, and determining who is responsible for implementing the policy. Third, how to deliver concrete wisdom to the community.

According to Daniel A. Mazmanian and Paul A. Sabatier in Wahab (2005), explaining the meaning of this implementation by saying that understanding what happens after a program is declared valid or formulated is the focus of attention on policy implementation, namely events and activities that arise after the ratification of state policy guidelines, which include both efforts to administer and to cause real consequences/impacts on society or events. Syukur in Surmayadi (2005) suggests that there are three important elements in the implementation process, namely: (1) the existence of a program or policy being implemented and (2) the target group, namely the community group that is targeted and determined to receive benefits from the program,

II. Methods

This research was carried out in the Palopo State Islamic Institute (IAIN), including the head office (rector), faculty offices, and unit/institutional offices. The selection of the Palopo State Islamic Institute as the object of research was determined based on the place, time, informants, and the ease for researchers to access the data needed in this study. The type of research carried out is mixed methods, namely the type of research that collects, analyzes, and combines quantitative and qualitative research methods in a series of research to understand research problems [23]. Specifically, the research design used an explanatory sequential design. This design uses two research methods (quantitative and qualitative) with a sequence so that each method will be carried out one by one (not simultaneously) in two different research phases. This phase is also known as a two-phase design.

The approach used is an academic, organizational information system approach to determine the planning, organization, implementation, and evaluation of IAIN Palopo in realizing academic services and seeing challenges, obstacles, and solutions to academic service problems. This study divides the data sources into primary and secondary sources [26]. The primary sources are leaders and community members involved in integrated academic service activities at IAIN Palopo. At the same time, secondary data is through literature studies in the form of books and scientific articles that discuss the educational service system, policy implementation, and higher education services.

Primary data is data obtained directly through interviews and survey results related to the object of research [27]. Primary data sources or known as primary data, are sourced from what is seen and witnessed in the field through observation. This primary data is sourced from various layers of IAIN Palopo civitas selected through interviews and questionnaires. Researchers also use secondary data obtained from literature in books, journals, and other research results, both published and

unpublished. Data collection techniques in the compilers of this study used; observation, questionnaires, interviews or interviews, and documentation.

Observations were carried out using observation guidelines or observations of the research object. The observations in this study collected various data regarding the academic service information system at IAIN Palopo. The objects of observation in this study focused on the head office (rector), faculty offices, and unit/institutional offices.

The type of observation used in this research is Non-Participant Observation (observer does not participate), so the things that are observed are observing directly what is done; The Chancellor, Deputy Chancellor, and Head of Bureau, together with the Dean, Deputy Dean, and Head of Faculty at IAIN Palopo, as well as Head of Units and Institutions of IAIN Palopo in planning, organizing, and evaluating educational services. In addition, the researchers also observed Permanent Lecturers and Non-Permanent Lecturers at IAIN Palopo with Permanent Employees and Non-Permanent Employees at IAIN Palopo in carrying out academic services and observing students' consumers or users who felt the function of academic services.

Researchers process quantitative data using statistics and descriptive statistics. While the data obtained in qualitative research is generally data in the form of words, the data analysis technique used does not have a clear pattern. Therefore, data processing in this study was carried out in a recycling manner so that the data obtained reached a saturation point. After the data is collected, the next step is to process the data using quantitative and qualitative methods, namely the data processing method used for the data obtained through observation questionnaires, documentation, and interviews (interviews). The data analysis used by the researcher was descriptive statistics to determine the frequency, mean, frequency, percent, a good percent, cumulative percent, variance, and standard deviation.

III. Result and Discussion

A. IAIN Palopo Education Service Form through the Integrated Academic Service Information System

IAIN Palopo's academic services can be seen through various aspects of the analysis results of research instruments consisting of observations, questionnaires, and interviews conducted at IAIN Palopo. Based on the academic service data through SIPAKATAU, it has various forms of service quality so that it can be interpreted with a description of the research results as follows:

Based on the results of descriptive statistical analysis on the SIPAKATAU IAIN Palopo, the range values, minimum, maximum, total, average, standard deviation, and variance are as follows:

Table 1 Descriptive Statistics IAIN Palopo Lecturer Response

	N	Range	Min	Max	Sum	mean	Std. Deviation	Variance
Doubtful	37	1	0	1	7	.19	.397	.158
Strongly agree	37	1	0	1	1	.03	.164	.027
Agree	37	1	0	1	21	.57	.502	.252
Strongly Disagree	37	0	0	0	0	.00	.000	.000
Don't agree	37	1	0	1	9	.24	.435	.189
Valid N (listwise)	37							

The results of calculations through SPSS version 23 in table 4.108 show the quality value of the integrated academic service information system service is in the agree on category with the number of respondents who chose as many as 21 of 37 respondents with an average value of 0.57 and a standard deviation of 0.502 indicating that the lecturer's response. Integrated academic services are in a good category because more than half the respondents chose to agree with SIPAKATAU.

Based on the descriptive statistical analysis above, it can also be seen that the number of respondents who chose to agree was more than those who chose to disagree as many as nine respondents with an average value of 0.24 with a standard deviation of 0.435, indicating that respondents prefer to agree than disagree so that it can be concluded that the service quality of the integrated academic service information system is in a good category.

Table 2 Descriptive Statistics IAIN Palopo Student Response

	N	Range	Min	Max	Sum	mean	Std. Deviation	Variance
Doubtful	34	1	0	1	7	.21	.410	.168
Strongly agree	34	0	0	0	0	.00	.000	.000
Agree	34	1	0	1	21	.62	.493	.243
Strongly Disagree	34	0	0	0	0	.00	.000	.000
Don't agree	34	1	0	1	8	.24	.431	.185
Valid N (listwise)	34							

The results of calculations through SPSS version 23 in table 4.109 show the quality value of the integrated academic service information system service is in the agree on category with the number of respondents who chose as many as 21 of 34 respondents with an average value of 0.62 and a standard deviation of 0.493 indicating that the student response. Integrated academic services are in a good category because more than half the respondents chose to agree with SIPAKATAU.

Based on the descriptive statistical analysis above, it can also be seen that the number of respondents who chose to agree was more than those who chose to disagree as many as eight respondents with an average value of 0.24 with a standard deviation of 0.431, indicating that respondents prefer to agree than disagree so that they can conclude that the service quality of the integrated academic service information system is in a good category.

Table 3 Descriptive Statistics IAIN Palopo Education Personnel Response

	N	Range	Min	Max	Sum	mean	Std. Deviation	Variance
Doubtful	36	1	0	1	1	.03	.167	.028
Strongly agree	36	1	0	1	2	.06	.232	.054
Agree	36	1	0	1	25	.69	.467	.218
Strongly Disagree	36	0	0	0	0	.00	.000	.000
Don't agree	36	1	0	1	8	.22	.422	.178
Valid N (listwise)	36							

The results of calculations through SPSS version 23 in table 4.110 show the quality value of the integrated academic service information system service is in the agree on category with the number of respondents who chose 21 out of 34 total respondents with an average value of 0.69 and a standard deviation of 0.467 indicating that the response staff Education on the use of integrated academic services is in a good category because more than half of the respondents chose to agree with the SIPAKATAU.

Based on the descriptive statistical analysis above, it can also be seen that the number of respondents who chose to agree was more than those who chose to disagree as many as eight respondents with an average value of 0.22 with a standard deviation of 0.422, indicating that respondents prefer to agree than disagree so that it can be concluded that the service quality of the integrated academic service information system is in a good category.

An overview of the conclusions of the responses of lecturers, students, and education staff in the integrated academic service information system service can be seen in the table below:

Table 4 Description of the Response of Lecturers, Students, Education Personnel

Lecturer	The description of the lecturer's response in the research conducted through google forms can show that the lecturer agrees with the information service of the SIPAKATAU IAIN Palopo.
College student	The description of student responses in research conducted through google forms can show that students agree with the information service of the SIPAKATAU IAIN Palopo.
Education Personnel	The description of the response of Education Personnel in research conducted through Google forms can show that education personnel agrees with the information service of the SIPAKATAU IAIN Palopo.

SIPAKATAU is very useful for students and lecturers and makes the education staff's work more efficient. Therefore, researchers can conclude that by looking at the results of research conducted by researchers at the IAIN Palopo campus, it can be said that the academic information system service is running well through descriptive statistical calculations on SPSS version 23, students, lecturers, and education staff. The results of this study can clearly show that respondents prefer to agree with the SIPAKATAU rather than disagree. It indicates that service users can well receive the service quality of the integrated academic service information system,

B. Implementation of Education Service Policies at IAIN Palopo

Supporting the creation of an innovative and competent academic climate in order to achieve the creation of an educational service policy implementation process for a SIPAKATAU that is integrated with the latest technology industry in order to create a progressive campus academic climate, the researchers conducted interviews with informants who use educational services such as lecturers, students, and education staff at the IAIN Palopo campus. Interview with informant S as a Lecturer of Islamic Education Management on Tuesday, March 12, 2021, at the IAIN Palopo campus as follows:

"The SIPAKATAU application is a facility prepared by the institute with full features. It can provide all academic services for lecturers and support complaints and information services to ensure the confidentiality of academic data because of the working system" (S, interview 2021).

The informant said that the information presented in the SIPAKATA application could be trusted because the system that works has been formatted and carried out in a measured and planned manner so that access to personal data is difficult for other users to find can make it easier to find data access.

The SIPAKATA service is much more effective in accelerating lecturers to provide academic services to students because it relates to the features used by those commonly used and can also make it easier to access whenever and wherever we are. It is just that it still requires additional features. The informant said that the SIPAKATAU application had been an administrative service application for filling out study plan cards to determine lessons, lecturers, and learning services regarding the determination of lecture schedules and solutions to academic problems through an integrated academic service information system service (M, interview 2021). According to MN, the Head of the AUAK IAIN Palopo Bureau, on December 11, 2021, said that the SIPAKATAU application did not yet have full features because it did not have monitoring evaluations of aspects of lecturer learning by students and did not yet have communication features for educators, students, and lecturers (M, interview 2021). Regarding the SIPAKATA application, which still requires much development. Informant says:

"I think it is very significant to develop according to the needs of existing technology so that it needs to be developed related to academic services given the essential features and the need for service improvement" (S, interview 2021).

Implementing the SIPAKATAU makes it easier for lecturers to find academic information, such as viewing the distribution of courses and schedules and even many others. So that the use of academic services is one-way and can also be two-way. Access to the use of this service also does not require complicated access because the campus makes it efficient for the user, which is easy to understand and relatively easy to use in general. Increasing regional competitiveness by creating quality human resources with science and technology capabilities, the existence of IAIN Palopo remains an opportunity that must be utilized optimally and managed effectively and efficiently by all academics. All of these processes must be managed effectively, efficiently, transparently, and accountably to guarantee that IAIN Palopo will sincerely implement the principles of Good Institutional Governance.

The author explains that the implementation of educational services at IAIN Palopo can be seen from the aspects of strengths, weaknesses, opportunities, and threats that still require various kinds of development in order to improve services that are still less efficient by utilizing information

technology and infrastructure for integrated academic service information system services with the standard SIPAKATA application. As a result, the quality of public services is getting higher. However, the implementation of education service policies at IAIN Palopo from 2020 to 2021 has not been able to satisfy service users with all the features in the SIPAKATAU application not being maximized, so there are still rigid services that need to be developed. In this case, the need for service improvement is still a challenge for IAIN Palopo to present and answer the needs of service users to create maximum, fast and precise service quality. Lack of information and equitable dissemination to all service users is still a problem in achieving the goal of education policy services based on SIPAKATAU. Based on the analysis of the results of interviews and documentation regarding the implementation of the IAIN Palopo educational service policy on the IAIN Palopo campus, it can be seen in the table below that: Lack of information and equitable dissemination to all service users is still a problem in achieving the goal of education policy services based on the SIPAKATAU. Based on the analysis of the results of interviews and documentation regarding the implementation of the IAIN Palopo educational service policy on the IAIN Palopo campus, it can be seen in the table below that: Lack of information and equitable dissemination to all service users is still a problem in achieving the goal of education policy services based on the SIPAKATAU. Based on the analysis of the results of interviews and documentation regarding the implementation of the IAIN Palopo educational service policy on the IAIN Palopo campus, it can be seen in the table below.

Table 5 Results of the Analysis of the Process for the Implementation of the Education Service Policy of IAIN Palopo.

<i>Strength</i>	IAIN Palopo can overcome academic service problems by using a SIPAKATAU. Furthermore, it can be seen from various sources of informants who state that educational services have been running well and are very helpful for students in educational services.
<i>Weaknesses</i>	Education services are not efficient because they still require the development of features in the application, including the addition of real work lecture features, correspondence such as lecture certificates, and evaluation of the performance of lecturer and student education services.
<i>Opportunities</i>	IAIN Palopo education services can compete globally with the use of applications based on industrial technology 4.0
<i>Threats</i>	The demand for quality standards of public services is getting higher

Education services currently refer to the industrial revolution 4.0. Currently, education is directed to be able to compete globally with increasingly sophisticated technological challenges with increasingly modern civilization. With this consideration, IAIN Palopo always improves in following the challenges of the industrial era 4.0 by developing service features on the SIPAKATAU IAIN Palopo application with additional features of real work lectures, correspondence, and evaluation of lecturers and students. Educational services in the 21st century face enormous challenges. Education service information systems have become the main needs of users; with the presence of various challenges of the times, the role of education is increasing. Entering an era of competition, every individual must have 21st-century skills such as asking questions, creative thinking, critical thinking, decision making, and problem-solving in order to be able to choose among the information they receive, interpret information, and generate new knowledge.

Education is part of the efforts made to improve the welfare of human life. In addition, education is also a part of national development. To deal with all kinds of changes in the industrial reform era 4.0 in the 21st century, the education curriculum needs to be prepared with a more focused vision and plan. To develop the vision and plan, it is necessary to understand all kinds of challenges that arise today as a form of development in the 21st century. One of the main steps universities must take is to improve the management of campus data and information that must be conveyed properly. A reliable information system will increase competitiveness against competitors and attract students to use the SIPAKATAU.

The challenge of implementing education service policies at IAIN Palopo with the SIPAKATAU application service must always be developed with features that can accommodate all academic services for students and lecturers. In order to make academic activities run by technological

developments to support academic services such as real work lecture services and direct correspondence management. Online evaluation of lecturers with students and obstacles to online learning for students in areas with inadequate network access. Even though they need academic information through the application, students still need security in accessing information. So, security is still an issue in any network system. If the system covers a wide-scale or an entire city, such as a smart city, security threats and data leaks need to be taken seriously. However, there has never been a data leak in the SIPAKATAU application so far.

The challenge of implementing education service policies at IAIN Palopo with the SIPAKATAU application service must always be developed with features that can accommodate all academic services for students and lecturers. In order to make academic activities run by technological developments to support academic services such as real work lecture services and direct correspondence management. Online evaluation of lecturers with students. When a system is connected, the handling will also be more complex. Furthermore, because so many devices are connected to the SIPAKATAU, it is also a challenge to maintain access to the personal data of students, lecturers, and education staff at the IAIN Palopo campus

IV. Conclusion

A. Conclusion

Based on the results of research that has been done about integrated Academic Service Information System: A Study of Education Service Policy by Iain Palopo, then the following conclusions can be drawn:

1. The quality of users of the SIPAKATAU is categorized as good by looking at the results of descriptive statistical tests on lecturer responses with a mean value of 0.57 and a standard deviation of 0.502, college students with a mean value of 0.62 and a standard deviation of 0.493 and education staff with a mean value of 0.69 and a standard deviation of 0.467 because more than half the number of respondents who chose to agree with the SIPAKATAU.
2. The education policy service process at IAIN Palopo through the SIPAKATAU application service makes it very easy for users in all academic aspects, both administratively and in the teaching and learning process, which in essence, learning is currently in the online learning category. In this case, service users are helped by an integrated academic service information system service because the teaching and learning process can occur when students are in their respective areas. Therefore, the SIPAKATAU service is very useful. Furthermore, it helps users provide services because some of them can already be done in the SIPAKATAU application. Therefore, academic services at IAIN Palopo are better and on target when learning demands increasingly sophisticated technology and technological developments are also increasingly modern.
3. IAIN Palopo's policy challenges implementing educational services, such as the uneven access to the information contained in the SIPAKATAU service to service users in the era of the industrial revolution 4.0. The integrated academic service information system still requires technology development to support academic services such as real work lecture services, online correspondence management, evaluation of lecturers with students, and online learning constraints for students in areas with inadequate network access.

B. Research Implication

Based on the research conclusions that have been stated above, it can be implied as follows:

1. IAIN Palopo education services should be evaluated every semester by evaluating the performance between students, lecturers, and education staff.
2. Education policy services at IAIN Palopo require developing the SIPAKATAU application to refine further the features contained in the application to support the quality of education in the face of the industrial revolution era with increasingly sophisticated educational technology.
3. The SIPAKATAU still requires socialization.

4. SIPAKATAU has a vision and mission at the beginning of the manufacturing process so that it is carried out in its development to achieve the goals in its use according to the needs of service users.

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