ILMIS-BASED EDUCATION AND TRAINING SIM MANAGEMENT MODELS ON INCREASING ORGANIZATIONAL PRODUCTIVITY

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Abstract

Quality education and training programs are needed by every organization to improve employee competencies and productivity which in turn can help improve organizational productivity. To support the implementation of a quality Education and Training program, an integrated Education and Training management information system is needed that can process data and produce accurate information and can be used as a reference in decision making. The study used a descriptive qualitative method which aims to provide an overview of a situation that exists in the present, then explained, analyzed and presented so that it becomes a clear and systematic picture in which data is obtained using several data collection techniques namely observation, in-depth interviews and studies documents in the Islamic Bank. Data analysis was carried out using the Miles & Huberman model approach, namely through a data reduction process, a data display and a conclusion drawing/verification. Research to see the relationship between the implementation of the management model of Education and Training Management Information Systems (SIM Education) based on Integrated Learning Management Information System (ILMIS) in improving organizational productivity. Based on the results of the study there are 5 main factors supporting the successful implementation of this governance model. The five factors are management's role/support, employee learning culture, HR system and readiness, technology readiness and Education and Training Team commitment.

Keyword: Education and Training Management Information System, Integrated Learning Management Information System, organization productivity

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Introduction

Increasing organizational productivity is the main key for every organization that wants to survive in the era of globalization and current business competition. To produce high productivity, every organization must be supported by human resources who have high competence and work productivity.

In addition, the development of information technology so rapidly has had a huge influence on almost all fields of human life, including in the field of education. It's no stranger to our society, the use of information technology to help the implementation of a quality education process. One of the positive effects of the presence of information technology is computerization in the management of the education process in Indonesia both in educational institutions and companies. Computers are seen not only as a tool for processing data but have a central role in an education information management system.

Islamic Banks as one of the Islamic financial institutions in Indonesia also do not want to be left behind in the use of information technology in order to improve organizational productivity, especially through education and training programs. In response to these challenges, the process of education and training in Islamic Banks must be well managed so that the employee competency improvement program can run effectively and efficiently in order to increase the productivity of employees and organizations.

Therefore, we need an integrated MIS Education and Training model which can be used to process and manage all existing Education and Training data into complete information and can be used as a reference in the implementation of Education and Training programs. Quality training in order to improve the competence and work productivity of all Islamic Bank employees.

Governance is defined as a combination of processes and structures implemented by the Board to inform, direct, manage, and monitor organizational activities towards achieving its goals. Information system management (governance) is an inseparable part of management studies as well as financial, organizational, employment, governance and so on (Sutabri, 2016).

The information system itself can be understood as a set of components that are interconnected, collect or obtain, process, store and distribute information to support decision making and supervision in an organization. Information systems can help decision-making processes, coordination, and supervision. In addition, information systems can also help organizations analyze problems that occur, describe and explain complex things and create solutions to problems that occur (Kennet and Jane, 2007).

The information system component can be in the form of humans, procedures and technology as well as the definition of information systems according to Soeherman and Pinontoan. They define information systems as a series of components in the form of humans, procedures, data, and technology (such as computers) that are used to carry out a process to produce valuable information in decision making (Soeherman and Pinontoan, 2008). It was also explained that this information system is inherent and becomes an infrastructure that supports and supports the success of an organization in achieving its objectives.

In his book *Sistem Informasi Manajemen*, Sutabri mentions six components that interact and relate to one another. These components are called building blocks which consist of six things:

1. Input / Input Block

This input represents the data that is entered into the information system that has been created. The input can be a method or media used to capture data that will be entered into the information system.

2. Model Block

Consists of procedures, logic, and mathematical models that will process input data and data stored in the database in a manner that has been determined to produce output in accordance with the purpose of the information system.

3. Output Block

The output is a product of an information system. In this case, a quality output is in accordance with its purpose to be used by management in making decisions.

4. Technology Block

Technology is a "toolbox" in an information system. Technology is used to receive input, process, store and access data stored in the database, produce output and assist in the overall system control process. This technology block consists of 3 parts, namely hardware, software and humans that carry out the technology.

5. Database Blocks

The database is a collection of data that are interrelated with each other stored in a particular hardware (can be a computer or other processing device) by utilizing software to process and process the data. Usually, the data contained in the database is accessed and processed using DBMS (Database Management System) software.

6. Control Blocks

Control or control here is needed so that the processes that occur in an information system can run safely and avoid things that can damage the information system such as natural disasters,

human error, acts of fraud, unauthorized access and so on. The control process must be carried out and become an integral part of the management of the information system (Sutabri, 2016). All of the above blocks are interrelated and become components of an information system. The more quality each block is, the more quality the information system will be.

Figure 1
Information System Components
(Source: Sutabri, 2016, p. 41)

In the world of education, the building of information systems as described above is then implemented more realistically in the form of education management information systems.

Management can be interpreted as a process of planning, organizing, coordinating and controlling resources to achieve goals effectively and efficiently. In this case, it is effectively interpreted that the goal can be achieved in accordance with the plan, while efficiently interpreted if the existing task is carried out correctly, organized and in accordance with the schedule (Griffin).

In connection with Management Information Systems, Raymond McLeod explained that management information systems are computer-based systems that aim to support managers in the form of information that can solve problems (McLeod, 1990). The picture below is a management information system model according to McLeod.
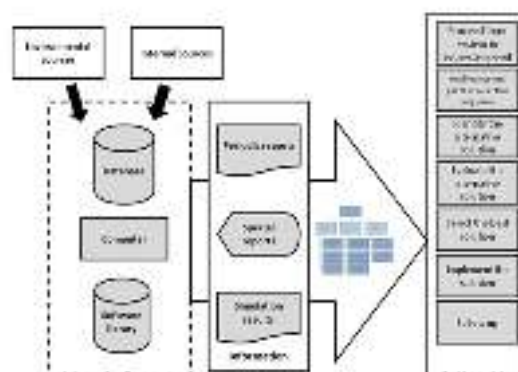

Figure 2
Information System Components
(Source: Sutabri, 2016, p. 41)

Based on the opinions of Murdick and Ross, management information systems can also be interpreted as a communication process in which input information is recorded, stored, and processed to produce output in the form of decisions about planning, operation, and supervision (Sutabri, 2016).

Regarding education itself, referring to Republic of Indonesia Law No. 20 of 2003 Article 1 concerning the National Education System, education is defined as a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

The following are some definitions of education mentioned by several experts as quoted by Sutirna and Samsudin in his book *Landasan Pendidikan* (Sutirna and Samsudin, 2015). According to Ki Hajar Dewantoro, education is an effort to advance children's character, mind and body so that they can advance the perfection of life, namely living and reviving children in harmony with nature and society. According to Napitulu, education is defined as a conscious, organized and planned activity in the aim of changing behavior in the desired direction.

Within the scope of an organization or company, education can be understood as part of the HR (Human Resource) development program. HRD (HRD) is defined as "The process of deliberate learning and carried out for a certain time with the aim of developing knowledge, skills, competencies, attitudes and behavior of human resources to develop it performance which will then impact on organizational performance (Latief, 2014).

There are several dimensions in the definition of HRD above, namely:

1.   The learning process. HRD is a learning process, meaning a process of learning and teaching activities. This process is an activity of synergizing curriculum, learning participants, instructors, teaching materials, learning methods, learning facilities, and infrastructure, learning evaluation techniques and so on; and.

2.   Intentional. HRD is carried out intentionally, meaning that it is planned, implemented and evaluated. In everyday life many learning activities are not taught, for example: when watching television, reading newspapers and magazines, people get new knowledge and skills. HRD is designed with specific objectives, namely developing knowledge and skills; motivation, discipline and work ethic; change work attitudes and behavior and so on. HRD is also carried out both formally and non-formally. Formally can be in class, in the laboratory or at work. Informally carried out, for example: by watching movies, videos, reading books and

journal articles provided by companies or government institutions and carried out individually or in groups.

3. Develop performance. HRD is an investment in the field of human resources-budget, labor, time, facilities, social costs and so on; which can be calculated return on investment (ROI) in the form of an increase in the performance of employees which will then improve the performance of the organization/company.

4. Within a certain time. The longer the HRD implementation will be more expensive and the greater the investment. HRD programs or projects are designed and implemented within a certain period of time from one day, a week, a month to three years for university education. In other words, there is no limited HRD program (Latief, 2016).

Likewise, with training. Training is also part of the human resource program development. According to the Manpower Act of 2003, education and job training were held and directed to equip, improve and develop work competencies in order to improve capacity, productivity, and welfare (RI Manpower Act, 2003).

In his book entitled Performance Evaluation of human resource, Latief mentioned three types or groups of HRD programs according to their objectives, namely:

1. Training is an HRD activity to develop the knowledge, skills, attitudes, and behavior of employees in order to develop the competence of employees to be able to carry out the work or duties of employees who are being implemented. For example, in national exams the value of students' mathematics subjects is low. After evaluating this condition due to the low teaching competencies of Mathematics teachers. In order for Mathematics teachers to teach well, Mathematics teacher training is held.

2. Education is an HRD activity to develop the knowledge, skills, attitudes, and behavior of employees to prepare employees to be competent in carrying out their duties, jobs or positions to be given to them. For example, the position of Senior High School Principal 23 is vacant because his official retired. Sunami has been chosen to replace her. However, he did not have the experience of being a Principal. In order to be able to carry out his duties as a Principal well, he attended the education of the Principal's official service. In the HRD Program at the Indonesian Government institution, there is an official education program from the Adum program, Sepama to Sepati.

3. Development is an HRD activity to adjust the development of the organization to the development of society. For example, because the community and science develop, the school must adapt to the development of the community. For this reason, teachers are grading upon the social environment of the school and new technology. For example, in order to adjust to

the reforms that occurred in Indonesia, principals and teachers attended educational reform courses. Development programs are of many types, for example healthy living programs; preparing employees who will enter retirement; development of organizational culture and climate (Latief, 2014).

Based on the previous discussion related to information systems, management and education, Education and Training MIS can be understood as a system designed for management needs in order to support management functions (planning, organizing, implementing and supervising) in activities and education and training activities.

With regard to productivity, Nawawi in his book *Tunjangan Kesejahteraan yang Efektif* explains that productivity comes from English with the basic product or result or outcome. The basic word develops into productivity and productivity words into Indonesian into productivity which is defined as "the power or ability to produce something" (Nawawi, 1995).

Freadman in his book *Executive Encyclopedia* suggests that productivity comes from the word production (production), which means formal activities or activities that add value to goods and services that include: a creation, transport, warehousing and the goods used. This productivity is related to the measurement of the quantity and quality of production units and labor per unit time (per hour). For example, an increase in productivity is achieved through increased production per unit (Freadman, 1987).

While Kusriyanto conveyed a slightly different definition of productivity. In his book *Meningkatkan Produktivitas Kerja Karyawan*, Bambang said that productivity is the ratio or comparison between the results of the activity (output) and all the sacrifices to produce the output that is input. The ratio is the average value of the comparison of all outputs and all inputs, whether in the form of goods or services. Input (input) as the denominator of the output. On the basis of the results of the comparison that is what is called productivity. For example, land productivity, labor productivity, organizational productivity and so on (Kusriyanto, 1984).

Based on some of the explanations above, productivity also has different relevance depending on the purpose in which productivity is carried out and developed. Individual productivity differs from group productivity. Group productivity differs from organizational productivity. Organizational productivity is different from state productivity. For example, individual productivity is seen and measured based on individual performance, while organizational productivity is seen and measured based on organizational performance. Organizational productivity is the amount or total of individual or group productivity.

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Klingner dan Balidian stated that work productivity is usually influenced by:

1.   Knowledge

The higher knowledge of employees will further support employee work productivity

2.   Expertise

Expertise is usually formed based on good experience from outside the organization.

3.   Worker's attitude towards work

Employee attitudes toward work are usually influenced by several factors, namely the intrinsic satisfaction of the job, the satisfaction of the company concerned, satisfaction from supervision, satisfaction with benefits and satisfaction with mobility.

4.   Work Environment

The work environment is referred to here as a work environment that can generate enthusiasm to do work harder and more seriously.

Another factor that can increase work productivity is work effectiveness. Effectiveness is the relationship of goods or services as a predetermined standard size and standard conformity. This is not only the size of the services provided for certain costs but also a measure of the quality of services provided (Pursley and Snortland, 1980).

METHOD

The study was conducted using descriptive qualitative methods, namely research methods that aim to provide an overview of a situation that exists in the present, to be further explained, analyzed and presented so that it becomes a clear and systematic picture in which data was obtained using several data collection techniques namely observation, in-depth interviews and document studies in Islamic Banks.

Data analysis was carried out using the Miles and Huberman model approach, namely through a data reduction process, a data display and a conclusion drawing/verification.

FINDINGS AND DISCUSSION

Findings

Education and Training governance can be interpreted as a series of processes, policies, rules, and structures that were implemented in an Education and Training organization with the aim to influence the direction, management, and control or supervision of Education and Training activities towards achieving organizational goals. In this study, organizational goals can be interpreted as organizational productivity itself. Therefore, the governance of MIS Education and Training must be developed as a means of directing, managing and controlling MIS Education and Training to support the achievement of the Education and Training objectives themselves.

Based on the study of documents, observations and the results of interviews conducted by researchers, it was known that the ILMIS-based MIS Education and Training governance model applied in Islamic Banks can be described as follows:
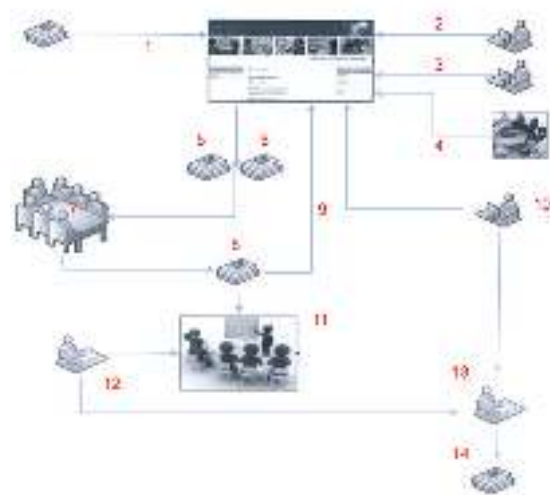

Figure 3
ILMIS-based SIM Education and Training Governance
Model

The process flow of the ILMIS-based MIS Education and Training model according to Figure 3 above can be explained in more detail as follows:

1.   Upload Education and Training material to the E-Learning Portal

All Education and Training materials and supporting references related to Education and Training material (can be in the form of PBI, Circular, Procedure / SOP, etc.) uploaded to the E-Learning Portal.

2.   Pre-Reading

Education and Training participants were required to access and read Education and Training material along with supporting references. This Pre-Reading process was limited in time.

3. Pre-Assessment Online

Participants were required to take an online pre-assessment through the E-Learning Portal. Assessment material comes from Education and Training material and supporting references. Based on the analysis of the results of pre-assessment, there will be a gap of knowledge from all participants.

4. Online Discussion Forum

Participants were required to take part in the Online Discussion Forum held through the E-Learning Portal. Online Discussion Forum was an interactive media discussion between participants and resource persons or Subject Matter Experts (SME) with topics of discussion around Education and Training material and supporting references, including discussion on the results of pre-assessment. Based on the results of the Online Discussion Forum, a summary of the results of the discussion will be obtained as well as a gap of knowledge from all participants.

5. Analysis of Online Pre-Assessment Results

Online Pre-Assessment Results were analyzed in more detail to obtain information on the gap between knowledge and the needs of Education and Training materials from participants.

6. Analysis of the Results of Online Discussion Forums

The results of the Online Discussion Forum (summary) were analyzed in more detail to obtain information on the gap between knowledge and the needs of Education and Training materials from participants.

7. Meeting of Education and Training Program Formulation Team

Based on information obtained from Online Pre-Assessment and Online Discussion Forums, coupled with historical participant data, the Program Formulation Team held a meeting with the main objectives to determine:

a. The focus of the material will be delivered in the in-class training.

b. The weight and number of sessions from the focus of the material to be delivered in the in-class training.

c. In class training methods such as one-way learning, team teaching, panel discussions and so on.

d. The focus of the material will be delivered through e-learning learning.

8. Analysis of the Results of the Program Formulation Meeting

The Education and Training Team followed up on the results of the Formulation Team meeting and put it into the Education and Training curriculum and rundown to be held.

9. Development of e-Learning module

In the event that the Education and Training method was determined using e-Learning, the Education and Training Team must develop or prepare e-Learning content in the E-Learning Portal.

10.   Implementation of e-Learning Class

Education and Training participants must follow and access e-Learning material according to the schedule. In the implementation of e-Learning, there must be level 1 and level 2 Education and Training evaluations.

11.   Development of In-Class Training Modules

In the event that the Education and Training method was determined using in-class training, the Education and Training Team must develop the material and determine the training methods to be implemented (teaching, case studies, panel discussions, etc.).

12.   Implementation of In-Class Training

Education and Training participants must take part in an in-class training according to a predetermined schedule. In the implementation of in-class training, level 1 and 2 evaluations must be carried out.

13.   Education and Training Evaluation

Training participants were required to take a training evaluation by filling out an evaluation questionnaire (written or online) that contains level 1 evaluation and level 2 evaluation which was usually in the form of pre-test and post-test. Level 1 evaluation measures the quality of the implementation of Education and Training while level 2 evaluation measures the level of participants' understanding of the Education and Training material that has been taught.

14.   Analyze Education and Training Evaluation Results

Based on the results of level 1 and level 2 evaluations, we can find out the effectiveness of the training held. Education and Training level 1 and 2 evaluation results can be used as a reference for Education and Training level 3 and 4. Evaluation of Education and Training evaluations can be used as references for the improvement of the next Education and Training program. Looking at the ILMIS based MIS Education and Training governance process flow above, it was understandable that this ILMIS-based MIS Education and Training governance model was an integrated management information system model approach where it was expected that the output of information from the SIM model was accurate output relevant and trustworthy as the main reference in decision making related to the implementation of the Education and Training program and the development of Islamic Bank employees.

Table 1: Title of table 1

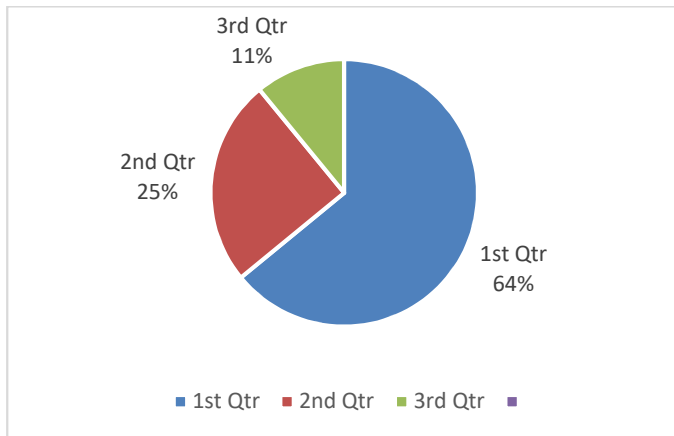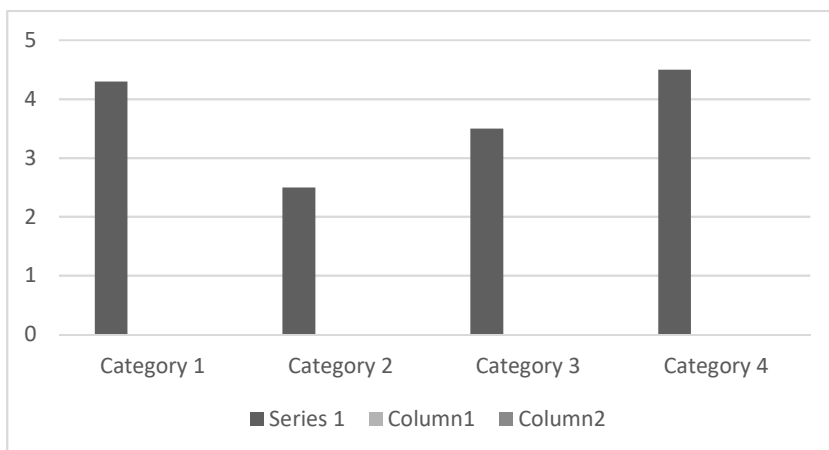|	

Figure 1: Title of figure 1

Figure 2: Title of figure 2

Discussion

The bank's Education and Training Islamic Team has just applied this integrated MIS Education and Training governance model to just a few Education and Training programs. In fact, if researchers re-study the process flow of the MIS Education and Training governance model as previously explained, researchers believe that the MIS Education and Training

governance model was already ideal enough to encourage the effectiveness of the implementation of Education and Training itself.

In the MIS Education and Training governance model above, there were several stages that according to researchers were very important and need special attention from the Education and Training Department. The stages in question are:

1. Development of E-Learning Module/Teaching Materials

The development of E-Learning modules/teaching materials was different from the development of in-class training (ICT) teaching materials. ICT teaching materials were usually arranged in the form of power point or hand out presentations, while E-Learning teaching materials were usually arranged in the form of animation, video, multimedia or power points that were converted into E-Learning format. The problem for the Education and Training Department at this time was the unavailability of HUMAN RESOURCE which has the ability to develop the E-Learning module itself. Existing E-Learning modules were developed using the services of 3rd parties (vendors) which in this case usually require more expensive fees. Based on this condition, it was necessary to consider the addition of HUMAN RESOURCE which can develop E-Learning modules independently.

2. Implementation of E-Learning Class

The results of observations of researchers on several Education and Training implementation with E-Learning method, the process of socialization and campaigning on E-Learning programs was still lacking. The monitoring role for the implementation of E-Learning programs was mostly done by 1 person who was not dedicated. The impact of this condition was certainly the lack of optimal implementation of Education and Training E-Learning and the low participation of the training participants themselves. According to researchers, the success of learning through E-Learning methods was determined by several factors including:

a. Strong learning culture (self-learning) of employees

b. Interesting E-Learning Module

c. Ease of accessing the E-Learning system

d. Intense socialization or campaign from the Education and Training Team

The Education and Training Department must pay more attention to the four factors that support the success of Education and Training E-Learning so that E-Learning-based Education and Training programs can run more optimally. To form a strong learning culture for all employees, the first can be done by providing a reward mechanism for employees who have completed their E-Learning learning. This reward can be both financial and non-financial. Non-

financial rewards can be in the form of additional points in aspects of employee performance evaluation from the learning & growth aspect. In addition, non-financial rewards can also be in the form of rewards for employees that were published in the company's internal information media. Thus, employees feel cared for and in the end, form a strong awareness to learn independently through E-Learning based Education and Training programs.

Associated with the development of an attractive E-Learning module must also be a concern of the Islamic Education and Training Department of the bank. In order for employees to be interested in participating in E-Learning-based programs, the available learning modules must also be interesting and not easy to make Education and Training participants become bored and bored. Innovative creativity and thinking from the Education and Training Team was needed to produce quality and attractive E-Learning modules to be learned by Education and Training participants.

The ease of accessing the E-Learning system was also an important factor in increasing the success rate of learning through the E-Learning method. The system must be easy for every employee to access anytime and whenever possible anywhere. Based on the researchers' observations, currently, the Islamic bank E-Learning system can only be accessed through computers connected to the Islamic bank intranet network. In this case, means that employees cannot access E-Learning from the internet. This must be a serious concern from the Islamic Education and Training Department of the bank because currently the internet line was seen as being able to bridge mobile and online learning needs. The bank's Education and Training Islamic Team must have considered the possibility of developing internet-based mobile learning that can be accessed via mobile phones to make it easier for students to access the available E-Learning modules. Therefore, the Education and Training Team must be more intense in coordinating and collaborating with the IT Islamic Banking Division in the effort to develop the mobile learning. Thus, the Education and Training program based on E-Learning can run more optimally because employees can access it anytime and anywhere.

Furthermore, the Education and Training Team must also have a good socialization or campaign program for E-Learning based Education and Training programs. The use of various kinds of media can be done such as the use of newsletters, email and corporate portals, the installation of banners and announcements on information boards in the office and also WhatsApp Group. The Education and Training Team must have a massive campaign program to further encourage awareness of all employees towards E-Learning programs. In the case of need, the Education and Training Team itself needs to form a socialization team or campaign

team that has a special task in socializing and campaigning for E-Learning programs through various types of available media.

3.   Evaluation of Training

In connection with this training evaluation, the Islamic bank has adopted 5 levels of evaluation to measure the success of the Education and Training program held. In the Islamic Bank General Training and Development Policy, it was stated that the evaluation aims to determine the success of each stage of instructional system design (ADDIE) starting from the needs analysis stage to the implementation of training and development.

The integrated MIS Education and Training governance model was developed in an effort to support the achievement of the vision and mission of the Islamic Education and Training Department of the bank. As was known beforehand that the vision of the Education and Training Department was to become a strategic partner for Management that focuses on enhancing the Human Capital Readiness of all Islamic bank employees based on superior work culture to support the Islamic bank business strategy. The mission of the Education and Training Department was to provide quality education and training activities to improve the competence of all Islamic bank employees.

If the Education and Training activities held can be maintained in quality with the integrated MIS Education and Training model approach above, it was expected to be easier for the company to improve employee competencies and productivity. Employees who have high competence can certainly be more optimal in carrying out every business strategy run by the company so that it can lead to an increase in the organizational productivity of the Islamic bank itself.

As the previous researcher explained, governance aims to inform, direct, manage and monitor the activities of the organization towards achieving its goals. In the case of Education and Training Management Information Systems, this integrated governance model that was developed will facilitate Education and Training organizations to better manage Education and Training activities in achieving the main Education and Training objectives of improving employee competencies which lead to increased employee and organizational productivity Islamic bank. Database management as stated by Mr. Wisnu as the Head of the Human Resources Division above was one of the tangible manifestations of the Education and Training data management.

In the theory of Klinger and Balidian, it was stated that work productivity was usually influenced by several factors, including knowledge, expertise, employee attitudes toward work

and work environment. Integrated ILMIS of MIS Education and Training governance models were expected to have a positive impact on employees, especially related to the improvement of employee knowledge and expertise. In addition, the existence of a MIS Education and Training governance model like this can also encourage a better learning environment for each employee to improve their ability to become better. Integrated MIS Education and Training managed data can be processed into valuable information for the Education and Training Department in formulating and planning higher quality Education and Training programs.

Management in this case the leader in Islamic Bank must carry out a strategic role so that the company he leads can run optimally in achieving his company's vision and mission. In this case, the leadership of the company must carry out the management function properly including in terms of the Education and Training governance. The role of Islamic Bank Management was seen as very important in supporting the implementation of integrated SIM Education and Training governance models.

The role of Management was also very necessary in issuing policies that support the implementation of this integrated SIM Education and Training governance model, especially those related to technology utilization. Based on the document study, it was known that the Islamic Bank Management (in this case the Board of Directors) has issued two important policies that were expected to support the implementation of this ILMIS-based SIM Education and Training governance model.

Based on the document study of the two policies issued by the Board of Directors, it can be seen that the policy has very important roles and functions, namely:

1.   As a guide in carrying out training and development activities for all work units in the Islamic Bank.

2.   As a guide in establishing and clarifying the authority and responsibilities of each work unit related to training and development activities.

3.   As a standard reference in internal supervision/control at all stages of training and development activities.

The roles of each level of Management also need to be evaluated and monitored closely so that existing roles and functions run effectively in supporting the implementation of integrated SIM Education and Training governance models in an effort to increase employee and organizational productivity. Monitoring must also be done in detail and consistently so that the results can be maximized. Management must carry out the function and role of a good manager that was able to regulate and direct the people they lead to achieving organizational goals.

Based on the results of interviews with several sources there were several factors that were considered to be able to support the successful implementation of this ILMIS-based SIM Education and Training governance model. Some of the supporting factors are:

1. Management role/support
2. Culture of learning
3. HR systems and readiness
4. Technology readiness
5. The commitment of the Education and Training Team

Based on observations and the results of interviews with several sources, it can be understood that the above-supporting factors can also be an inhibiting factor in the successful implementation of ILMIS-based SIM Education and Training models depending on how to manage several of these factors. If some of these factors were well managed, these factors will be a contributing factor to the successful implementation of ILMIS-based SIM Education and Training governance models. However, on the contrary, if these factors were not managed properly, it will actually be an inhibiting factor in the successful implementation of SIM Education and Training governance models.

The implementation of the ILMIS-based SIM Education and Training governance model in the Islamic Bank requires the involvement of many parties. Based on the understanding of a system itself, where a system was a unit consisting of elements that were interrelated between one another and not separated which includes hardware, software, and brainware. The management

CONCLUSIONS

The SIM Education and Training governance model based on ILMIS can be described as the flow of the Education and Training management process which begins with the pre-reading, pre-assessment, discussion forums, analysis of pre-assessment results and discussion forums, Education and program formulation team meetings. Training, analysis of the results of the drafting team meetings, development of in-class training and e-learning modules, development of in-class training and e-learning modules, implementation of Education and Training (both in class training and e-learning), Education and Training evaluation and analysis of results Education and Training evaluation. All stages in the process flow above form an integrated SIM Education and Training governance model applied in the Islamic Bank.

The implementation of this ILMIS-based SIM Education and Training governance model can have a positive impact on improving the quality of education and training. Therefore, it can be said that the implementation of the ILMIS-based SIM Education and Training governance

model can support increased competence, employee productivity, and organizational productivity.

There are 5 main factors supporting the successful implementation of the SIM Education and Training governance model based on ILMIS namely Management roles/support, employee learning culture, HR systems and readiness, technology readiness and commitment from the Education and Training Team itself. These supporting factors can turn into inhibiting factors if not managed properly. Therefore, it was an important task for the Education and Training Department to be able to coordinate and cooperate with all relevant parties so that all these factors can be managed properly.

From the five factors supporting the successful implementation of the integrated SIM Education and Training governance model above, the role/support factor of the Management or leader was considered to have the greatest influence. This was because the leader has a directing function that can direct employees to carry out certain tasks and responsibilities and determine the direction of policy in the work unit that was guided. Evaluation of the implementation of integrated ILMIS SIM Education and Training governance models must be carried out consistently and continuously, especially by the Education and Training Department to ensure the effectiveness of the implementation of the governance model so that the quality of Education and Training programs can be maintained and encourage increased organizational productivity through increased competence and productivity BRISyariah employees.

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