

Strengthening Digital-Based Inner Child Intervention in Demak's Integrated Islamic Elementary Schools

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Abstract

This study aims to describe and apply E-attendance and E-money in education at SDIT in Demak, as well as to encourage students to have high discipline and be economical in using school funds, with parents only allowed to transfer a limited amount each day. This study uses a descriptive qualitative method. The study examines the phenomenon of students using E-attendance and E-money. The research subjects consist of first-grade students and their parents. Data collection techniques include observation, interviews, and documentation. The research findings indicate that digitalization in education has received positive feedback from the outset through guidance from teachers and training, enabling students to effectively and efficiently apply digitalization at school. This allows parents to monitor their children's academic progress and learning quality at school, as well as manage their finances efficiently when purchasing snacks at school. Meanwhile, the positive impact of educational digitalization for children is that they can utilize technology for education, while parents who are busy at home or at work can enjoy administrative and financial comfort and security. The novelty found is that technology has become a necessity in life from an early age to old age, to fulfill the process of life at the national and global levels.

1. Introduction

Information and Communication Technology (ICT) has developed into a driver of e-learning, e-books, and e-absent from the digitization process (Tunmibi et al., 2015). The term digitalization is defined as the increased availability of digital data made possible by advancements in creating, transferring, storing, and analyzing digital data, and its impact on the contemporary world (Hasan et al., 2023). Rapid growth in the field of technology has brought mobile technology innovations to the world of education and has become increasingly popular globally, through fast and effective smartphone application systems (Hasan et al., 2023). However, some education practitioners still question the positive and negative impacts, how digitalization is used by practitioners, and to what extent this progress is followed by academics. Digitalization of innovation functions refers to the use of digital technology in the innovation process (Gradillas & Thomas, 2025). Based on an understanding of these phases, we discuss the strategic imperatives resulting from digital transformation, including digital resources, organizational structure, growth strategies, and metrics and objectives (Verhoef et al., 2021).

Formal education plays a strategic role in improving the quality of life, particularly in terms of access to digitalized services and robust processes. All forms of educational services and processes require demands and adaptations to systems established by policymakers, making teachers the key actors in shaping the quality of outcomes by providing curricula aligned with current social dynamics and technological advancements. Schools require educators and students to implement this in a real and broader sense within the school, impacting learning experiences and personalized skills, ensuring schools have the infrastructure to support the smooth use of technology, such as a strong internet connection (Wi-Fi), and fostering students' learning styles. a learning platform that can monitor student and teacher performance through targeted interventions to address learning gaps (Subroto et al., 2023).

Some negative assumptions about technology: 1) watching TV takes up more time than studying, 2) social values are lost in children who are more focused on online activities, 3) the loss of intellectual property rights due to the habit of copying others' work (plagiarism), 4) Increased cybercrime: Unauthorized Access, Cyber Sabotage and Extortion, Cyber Espionage, Data Forgery, Illegal Content, Privacy Infringements, Phishing, Spamming, Offenses Against Intellectual Property, and Carding. 5). Computer viruses easily spread through various media (file storage) such as Flash Drives and Hard Drives. 6). Pornography and pornographic actions

are easily accessible (Ratnaya, 2011), which causes technological stress such as emotional responses, anxiety, irritability, and frustration due to the fear of being left behind (Setia et al., 2025).

The Integrated Islamic Elementary School in Demak has analyzed the urgent need for digitalization to be applied in various educational programs, including administrative services, attendance systems, and payment tools, as part of children's lives from the moment they enter school, since children are already skilled in using and accessing the platforms available within them. It is hoped that this will facilitate educational processes and services, as a necessity in the context of globalization, including E-attendance and E-money, which are expected to enhance the availability of effective and efficient services, while also introducing positive digital values in schools, thereby eliminating feelings of anxiety among parents and the community.

2. Method

This study employs a qualitative descriptive method, which is a writing technique that describes phenomena (Creswell, 2023), events, and experiences obtained from the Integrated Islamic Elementary School in Demak related to E-attendance and E-money, as well as the impacts they have on students, parents, and teachers, using words to collect data in support of this study through observation, interviews, and documentation of facts occurring at the Integrated Islamic Elementary School (SDIT) in Demak, with the target subjects being students, teachers, and parents through observation, interviews, and documentation to support findings relevant to the study of E-attendance and E-money. Data analysis techniques use content analysis by organizing, categorizing, and synchronizing to find validity between theory and practice in schools (Miles & Huberman, 2007).

3. Results and Discussion

3.1. E-absent and E-money Program

To ensure the success of these programs, the school implemented the following steps: Step one: Teachers as pioneers must receive training on electronic attendance with the goal of mastering the application, which is collected in a special room, guided by experts for one day from 8:00 a.m. to 2:00 p.m. The objective is for teachers to become familiar with the E-attendance tool (IDE Card), its functions, and its practical application, as well as how to create a memory file containing the exact times of arrival and departure from school. By the end of the workshop, all teachers will have mastered the operational aspects of the system and will be able to address any errors or malfunctions.

Stage Two: Socialization of the electronic attendance system (E-attendance, E-money) in all classes. In one day to introduce the card and its functions and other uses, as well as demonstrate the attendance system. Each student will be given an attendance card or IDE Card, which must be kept safely. The function of the card is to record student attendance and absences, detect arrival times and punctuality at school, and report on student progress weekly, monthly, and semiannually to parents.

Third stage: training for all students conducted in a classroom over one day. All students receive ID cards and explanations from teachers, ensuring they keep the cards safely and use them as needed at school. This creates a shared understanding and knowledge among students and teachers. Electronic cards must be brought to school every day and must not be lost.

Fourth stage: the school conducts a simulation of electronic attendance system usage on the school grounds. Students prepare their attendance cards according to their respective names. Radio Frequency Identification Data (RFID) is a device for recording and receiving messages, installed at the school gate. Students attempt transactions at the canteen, then students try by tapping the card, and the device is checked to see if it functions properly and smoothly or encounters issues. The results can be cross-checked with parents via their respective phones. Students then try using e-money at the canteen, and the results show efficiency and effectiveness.

Stage five: On the first day, e-attendance is implemented simultaneously from grade 1 to grade 6. E-attendance is conducted at the start of school by activating the barcode scanner earlier by staff (at 6:30 AM), and the gate is already open. Students who arrive early can check in earlier. As the school start time approaches, more students arrive, and there is usually a queue. The students are enthusiastic, enthusiastic to begin the electronic attendance process.

3.2. E-absent

The electronic waves emitted by RFID to the cards or tokens issued to individuals, which have unique codes that can be read by a reader, in a digital attendance system, RFID cards can be issued to teachers or students. Teachers can read the data recorded in the device, and the RFID readers installed at the entrance or classroom will detect their presence when they enter the area (Pramesti & Tri Febrianto, 2024). Student absenteeism is

one of the indicators of indiscipline that serves as the starting point for teachers' attention. Through this system, their attendance is clearly monitored, providing the most basic insight into how well the school is meeting students' educational needs. To understand the issue, attendance-related data must be collected in a format that is easy to interpret. Next, identify the root causes of absenteeism (Kocakulah et al., 2016). An effective way to address absenteeism is to explain attendance-related regulations through counseling guidance (Pavithra, 2017). In high-performing East Asian countries such as South Korea, Japan, and Taiwan, the rate of full-time student absenteeism of at least one day in two weeks prior to implementation in 2015 was less than 5%, while in Turkey this rate was 47% (OECD, 2016). It should be noted that the student absence rate in Turkey is relatively high compared to countries that demonstrate high levels of success in PISA evaluations (Akkuş & Çinkir, 2022). With E-absence (electronic absence), valid data can be obtained, and the tool can record, document, and store data effectively as evidence to provide the best solutions.



Figure 1. Students Using Electronic Attendance on Radio Frequency Identification Data (RFID)

Therefore, an information system is needed to reduce or eliminate the weaknesses arising in the processing of student attendance data. Cahyono (2017) states that this attendance model can fully detect the time of arrival, thereby fostering high discipline among students as it connects with information received by parents regarding compliance and discipline in terms of arrival and departure times. This creates a sense of fear if attendance is late, as students can correct themselves through the recording device. Humans use computers, smartphones, and other devices to communicate, work, learn, and perform other activities that drive change, transparency, and accountability across various sectors, as highlighted in Dedy Afrizal's research: "Electronic attendance for civil servants is not a new feature of e-government in local governments." (Afrizal et al., 2024). Some studies on the implementation of electronic attendance, such as the E-Attendance System, were launched in Palu City to strengthen employee discipline and are proceeding as planned. Student absenteeism is one of the most fundamental indicators of how well a school meets students' educational needs.

This digitalization also applies to parents who have responsibility for their children while at school and can monitor students' dynamics in learning. The collaboration between parents and teachers has a significant responsibility in fulfilling the mandate of educating, nurturing, and accompanying students for approximately 6-8 hours, from 7:00 AM to 1:30 PM. This is a considerable amount of time. Therefore, parents feel particularly anxious about their children's well-being, especially in first grade. The application can track children's arrival times and send notifications to parents, particularly in cases of health issues or other important events.

The ease of using the electronic attendance system provides its own convenience, as no codes are required; simply bring the card and place it on the available device, standing at a height appropriate for the student's height, so that shorter students do not have difficulty placing the device. The aspect that requires supervision is the potential for damage while playing, so teachers are responsible for monitoring if any students are having difficulty. Starting from the lowest grade, first grade, no issues have been encountered. All students can easily complete the attendance process.

The implementation of digital attendance aims to create discipline among students and teachers at school and is very responsive to parents and the community. However, there is a weakness in this system, namely when the weather is bad, causing the internet signal to be weak. Teachers, as mentors and caregivers during the educational process at school, have important responsibilities such as monitoring student attendance to ensure orderliness, and must also continuously adapt to technological advancements. This enables them to provide solutions and facilitate the smooth operation of the educational process when errors or system malfunctions occur.

The values that can be obtained from E-attendance include:

3.2.1. Effectiveness

The term “effectiveness” is defined as something that is achieved when team members work together to achieve a common goal (Kim, 2013; Zidane & Olsson, 2017). Effectiveness assesses whether an intervention provides more benefits than drawbacks when implemented in a practical setting (Kim, 2013). Effectiveness is the amount of resources expended, whether in the form of goods or finances, relative to the outcomes obtained for the learning process. An effective information system can be measured by parameters such as system availability, quality, information generated, usage percentage, user satisfaction, and the impact of its application. Schools have transitioned to E-attendance, enabling them to save costs incurred at the beginning of the process while receiving more comprehensive information and data in a ready-to-use format. Schools can monitor the dynamics of student activity and learning quality as reports to parents in a timely manner. Student compliance, as well as that of teachers and staff at the school, can be known by the school principal as part of monitoring the school's progress.

3.2.2. Accountability

demonstrates that each teacher performs their duties clearly in the attendance system records, clearly indicating the time of arrival and departure from school. the level of teacher discipline in arriving at school on time, with teachers required to arrive earlier than students, greeting and monitoring student discipline and neatness, and even when violations occur, they can be tracked through the e-attendance system, and each teacher can view their records weekly, monthly, and every semester, which builds the school's credibility with the community.

3.2.3. Vision Expectations

As a guide and requirement in the educational process, the school can implement programs that have been developed in accordance with each department's core responsibilities. Performance monitoring across all areas, from students to the school principal, proceeds according to established guidelines. If any component is not functioning properly, it will be clearly identified, and attendance results can be evaluated independently (Auto CRIT Online). This trail is difficult to erase and can be repeated in the coming years.

Teachers and students can monitor from the beginning of enrollment until graduation, with various programs that have been implemented, so that the school's vision, which is the grand design of the organization, can be achieved more quickly and realistically. An idealistic vision for every organization is a great educational aspiration, which has been ongoing since the beginning and supported by all existing components. If one component does not function in accordance with the school's vision, it will impact the organization, and the steps that have been outlined and agreed upon as a commitment must be implemented in accordance with the targets. Therefore, through digital attendance, all components can be achieved more quickly. Therefore, a good leader is one who has a program aligned with the organization's vision (Napisah et al., 2024).

3.3. E-money

E-Money is a payment medium, such as a card, used to identify the user's ID and balance. The balance is stored in the database of the service provider bank and transferred to the seller's account during transactions (Syaifulloh et al., 2024). Students are introduced to digital money from the start of first grade in elementary school. Students and parents are introduced to the card and its use through written materials and joint meetings. starting with the introduction of E-toll, which students are already familiar with. When parents drive through a toll road, they simply tap the card they already have on the available device, and the barrier will open automatically. This card functions as a payment method, similar to using rupiah, and is provided by toll road staff or can be purchased at certain stores. Therefore, at school, payment is made using cards instead of cash as is customary in daily life. Students are not allowed to bring cash to school; instead, parents can transfer funds into their children's cards with a maximum of Rp.10,000 per day, which can be used for snacks at school until depleted, after which they are not permitted to request additional funds from their parents. One of the objectives of implementing e-money is to support a green economy in green lifestyle transactions that can reduce carbon emissions. E-money creates an inclusive, efficient implementation model that provides optimal benefits for all stakeholders in the educational environment (Pertiwi et al., 2025).

Using e-money involves simply tapping the card on the sensor provided by the merchant, enabling the payment transaction to be completed by deducting the amount from the card (E-money). This simplifies the process for consumers, as they no longer need to carry cash for payments, thereby reducing the risk of criminal activity (Marwini & Nur Salam, 2020). Simply by showing the card to the canteen staff, the card is connected to the parents' mobile phones. Each student carries one card, which can function as an attendance record and also for payments in school transactions only. The card cannot be used at home because the system is only applicable at school.

The security of the device is guaranteed against loss or criminal acts committed by peers. Students have minimal knowledge about electronic payments, which they only learn about at school. Therefore, the electronic payment model provides convenience there is no need to carry a wallet to store pocket money or keep it in a pocket or bag. Meanwhile, parents do not need to worry about losing money, or the misbehavior of peers such as extortion. Every day, parents provide pocket money through transfers using a special PIN. To date, there have been no reports from parents or teachers of money being lost from the cards, so digital money offers significant benefits.



Figure 2. Students Making Transactions at the Cafeteria to Pay for Snacks using Electronic Devices Electronic Data Capture (EDC)

Parents can monitor their children's spending, including the exact amount spent in each transaction, and view the final balance. The next day, they can transfer a total of Rp.10,000, and no more than the agreed amount between parents and the school. Some students may not make transactions or buy snacks at school for certain reasons, so their money remains intact. When the balance is automatically topped up daily, it can accumulate into a substantial savings amount over a semester or a year. The process of topping up the balance (recharging) can be done by parents according to their individual circumstances. Parents can transfer funds via BRI-Link, available in every village and city, making it simple and easy for parents to provide pocket money and school supplies without fear of loss or failure to reach the administrative office.

It is time for students to be introduced to digital money from the start, as it has become a necessity for transactions among the general public. This learning experience holds significant meaning, as digitalization is not just for teenagers who can use their phones to navigate the online world by accessing various information, but it offers broader and dual benefits for students. By understanding transactional processes, students can manage their finances wisely both at school and at home. There are several values that can be derived from e-money, including;

3.3.1. Financial Savings

"A penny saved is a penny earned" is a saying we often hear. One of the positive impacts of digital attendance is budget savings for parents, as the school app only allows parents to transfer up to Rp.10,000 per day. Therefore, when a child's spending exceeds the available quota, the school canteen cannot accommodate the request. Thus, both children and parents learn about budget management and will not purchase items or snacks that are more expensive than their estimated budget. If parents have two children attending the same school, they only need an allowance budget of Rp.20,000, which is beneficial for the children's future development, as living frugally is important because it leaves a surplus in the household budget.

Financial management is one of the organizational systems that aims to manage finances in terms of income and expenses in a frugal manner with maximum profit, through planning, spending, and reporting (Rachmawati et al., 2024). Financial management is all efforts made by an organization to obtain funds at minimal cost, achieve profits, and use them efficiently and effectively (Jirwanto et al., 2024). Financial management education has been introduced and applied in schools from an early age to instill in students the importance of being frugal with finances, as well as the awareness that parents work hard to earn money and spend it wisely and frugally, and to achieve a positive balance in savings. Meanwhile, some of their peers are infected with the consumerism virus, happily shopping for unnecessary items, merely following trends influenced by foreign cultures and the transformation of information technology.

3.3.2. Revitalizing the School Canteen

The school canteen is not only a place for snacks and lunch but also an engaging and interactive learning space for students, teachers, and school staff (Rehalat, 2024). The canteen serves as a meeting point between sellers and buyers to meet the needs of children in school, such as stationery, snacks, breakfast, or lunch, and facilitates financial transactions. Shopping at the cafeteria is also part of the educational value of fostering economic activity, where goods are exchanged. In essence, school finances come from students for students or from teachers for teachers. The well-being of teachers should receive empathy from administrators, as relying solely on honoraria is insufficient. By becoming suppliers in the cafeteria, teachers can empower their own economy. The presence of a school canteen supports the health of the school environment by promoting safe and healthy food consumption among school members (Kadaryati et al., 2023), and the prices of goods are relatively affordable for students.

Economically, there is significant financial turnover in schools. If there are 350 students and each student receives a minimum allowance of Rp.10,000 from their parents, then there is a total of Rp.3. 500,000 per day x 25 days (per month) = Rp. 87,500,000 x 12 months (per year) = Rp. 1,050, 000,000 per year, which is truly remarkable. If this can be circulated and enjoyed by teachers and the school, it will greatly benefit the entire school community.

3.3.3. Creative Economy

The creative economy is an effort to produce or create unique goods or services that are different from the norm (thinking outside the box) (Syahbudi, 2021), with an emphasis on ideas, talent, and individual innovation as key assets (Riswanto et al., 2023). Schools are places where human potential can truly develop cognitive, affective, and psychomotor and all those involved can gain economic education. Teachers and students can contribute to boosting the school's economy, which will naturally differ from others depending on the school's situation and conditions. This can be achieved by providing access to financial inclusion, adjusting production capacity to meet market demand, and transforming business processes in the new normal. Teachers will learn to create affordable snacks tailored to students' conditions, while ensuring the snacks are hygienic, safe from bacteria, and nutritious. Currently, snacks sold by street vendors are difficult to monitor for health standards, but when teachers become food suppliers for children, they are safe from disease-causing pathogens.

Economic creativity is evident as teachers create innovative snack products in terms of ingredients, outcomes, and profits, while balancing student needs with available snack offerings. With minimal financial capital, this aligns with teachers' current circumstances, as they have not yet received adequate income (minimum wage). Through such creativity, they can stimulate family economics and secure a promising future for their families and children. Students, as consumers, are not merely spending their snack money but also developing the ability to manage it while considering their parents' economic conditions. This is a significant lesson that the future is not only about knowledge acquired scientifically but also skills gained through practical experience.

4. Conclusion

E-absent is the beginning of the introduction of digital to students at SDIT in Demak is very enthusiastic and has a positive impact on the knowledge of digitalization in schools, students become disciplined and active in school can know the departure and return of school on time, the same is also felt by parents that student discipline can monitor online, for teachers to give the level of student discipline shows a positive influence, meaning that the percentage of school entry can be known through the Radio Frequency Identification (RFID) track record. E-money is an electric payment exchange instrument as a medium in transactions at school when children snack in the canteen simply by checking barcode, besides students can do school administration, students feel comfortable and safe from negative behavior by fellow friends, for parents to provide a sense of calm when busy working or at home, there are savings in financial management both by students and parents, because every day the amount of funds transferred is limited.

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Data Availability

The datasets generated during and/ or analysed during the current study are available from the corresponding author on reasonable request.

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