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LEGAL AND TECHNOLOGICAL ANALYSIS OF DAPODIK DATA FORGERY IN PKBM NON-FORMAL EDUCATIONAL UNITS

Munawir[1] Rahmayanti[2]
Universitas Pembangunan Pancabudi
ulims280@gmail.com rahmayanti@dosen.pancabudi.ac.id

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Abstract

The digitalization of Indonesia's education system has provided the Basic Education Data (Dapodik) as a national database that supports administration, planning, and the distribution of educational assistance. In practice, the use of the Dapodik system in non-formal education units, such as Community Learning Centers (PKBM), still faces various issues, one of which is administrative data falsification. This data manipulation can include the inclusion of fictitious students, the manipulation of study group numbers, and the use of educator data that does not reflect actual conditions. These actions not only impact the validity of education policies but also have the potential to cause state losses and legal violations. This study aims to analyze the forms of Dapodik data falsification in PKBM, examine the legal accountability of data falsifiers, and analyze the role of technology in detecting and preventing educational data manipulation. The study uses a qualitative method with a normative juridical approach and an information technology approach. Data sources were obtained through library research, including legislation, legal literature, scientific journals, and various studies on educational information systems and cases of Dapodik data falsification. The research results indicate that the practice of falsifying Dapodik data occurs due to a weak monitoring system, suboptimal data validation, and low integrity of educational administration managers. From a legal perspective, these actions can be categorized as a form of document falsification and misuse of electronic systems, which are potentially subject to sanctions under criminal law and the Electronic Information and Transactions Law. Furthermore, advances in information technology can be utilized as a preventative measure through the implementation of automated validation systems, population data integration, digital audits, and artificial intelligence-based monitoring to detect irregular data.

Keywords:*Dapodik, PKBM, data falsification, technology law, education information systems*

INTRODUCTION

1. Background

Advances in information technology have brought about significant changes in Indonesia's educational administration system. The digital transformation implemented by the government aims to improve the effectiveness, accuracy, and transparency of national education data management. One implementation of this digitalization is the use of Basic Education Data (Dapodik) as the primary, integrated data collection system within the Ministry of Education. This system is used to collect various important information regarding students, educators, education personnel, facilities, infrastructure, and learning activities at each educational unit. Dapodik plays a strategic role as it serves as the basis for formulating national education policies, distributing government aid, accrediting educational institutions, and evaluating educational quality. Therefore, data validity and accuracy are crucial elements in supporting transparent and accountable education governance. The Dapodik system applies not only to formal education but also to non-formal education, including Community Learning Centers (PKBM). Community Learning Centers (PKBM) are non-formal educational institutions that provide educational services to communities beyond the reach of formal education. PKBM's existence plays a significant role in improving the quality of human resources through equivalency education programs, skills training, and community empowerment. To carry out their operations, PKBM are required to input data through the Dapodik system for administration and reporting to the

government. However, in practice, various issues related to data validity in the Dapodik system, particularly in non-formal education units (PKBM), remain. One frequently encountered issue is the practice of falsifying or manipulating administrative data. This manipulation includes the inclusion of fictitious students, the use of unrealistic teacher data, and the fabrication of study group numbers to meet certain administrative requirements. These actions indicate the misuse of an educational information system that should be used honestly and responsibly.. Falsification of Dapodik data in PKBM is generally motivated by various vested interests. One frequently encountered motive is to obtain larger amounts of government funding. Furthermore, data manipulation is also carried out to meet institutional accreditation standards or maintain the PKBM's operational status. In some cases, this practice is carried out to meet other administrative requirements related to reporting educational activities to relevant agencies.

The practice of data falsification has various negative impacts, including legal, social, and state administration. From a state financial perspective, invalid data can lead to inaccurate distribution of government aid and potentially harm the state. From an educational perspective, data manipulation can undermine the credibility of non-formal educational institutions in the eyes of the public. Furthermore, inaccurate education data can also impact the quality of national education policy formulation.because the government uses Dapodik data as a basis for decision making These issues demonstrate that Dapodik data falsification is not merely an administrative issue, but also relates to legal aspects and information technology security. Therefore, a comprehensive study is needed to discuss the forms of Dapodik data falsification, legal accountability for perpetrators, and the use of technology to prevent and detect educational data manipulation. This research is expected to contribute to strengthening the monitoring and security system for educational data in Indonesia, particularly in non-formal education units (PKBM).

2. Problem Formulation

Based on this background, the problem formulation in this research is as follows:

1. What forms of falsification of Dapodik data occur in non-formal education units (PKBM)?
2. What is the legal analysis of the act of falsifying Dapodik data?
3. What is the role of technology in preventing and detecting Dapodik data falsification?

3. Research Objectives

This research aims to:

1. Identifying forms of Dapodik data falsification in PKBM.
2. Analyzing legal responsibility for perpetrators of Dapodik data falsification.
3. Understanding the role of technology in monitoring, preventing, and detecting manipulation of educational data.

4. Benefits of Research

A. Theoretical Benefits

This research is expected to contribute to the development of legal science, particularly in the study of digital education technology and information systems. Furthermore, it is also expected to serve as an academic reference regarding the misuse of electronic data in the education sector.

B. Practical Benefits

1. For the government, this research can be used as evaluation material to strengthen supervision of the Dapodik system.
2. For PKBM managers, this research can increase awareness regarding the importance of integrity in managing educational data.

For educational information system developers, this research can be a reference in strengthening the security and validation of Dapodik data.

RESEARCH METHODS

1. Type of Research

This study employed qualitative research methods. Qualitative methods were chosen because the research focused on a deeper understanding of the phenomenon of Dapodik data falsification in non-formal education units (PKBM), particularly from a legal and information technology perspective. This approach was used to obtain a comprehensive picture of the forms of data manipulation, causal factors, and legal implications arising from the misuse of educational information systems. Qualitative research also allows the author to conduct a descriptive analysis of various regulations, legal concepts, and technological developments related to educational data security. Thus, the research not only examines normative provisions but also relates them to practices in managing Dapodik data at PKBM.

2. Research Approach

In this research, several approaches were used, namely as follows:

A. Normative Juridical Approach

A normative juridical approach is used to examine legal provisions related to electronic data falsification in the Dapodik system. This approach is conducted through an analysis of laws and regulations, legal principles, and concepts of criminal liability relevant to acts of educational data manipulation. The primary focus of this approach is to examine legal norms governing document falsification, misuse of electronic systems, and data protection in educational administration.

B. Conceptual Approach

A conceptual approach is used to understand various concepts related to technology law, information systems security, and digital education administration. Through this approach, the research analyzes the relationship between information technology developments and the potential for data misuse in the national education system.

C. Information Technology Approach

An information technology approach was used to examine the Dapodik security system, data validation mechanisms, and the potential application of technology to detect and prevent data manipulation. This approach also examined the use of digital systems, database integration, and electronic monitoring as measures to strengthen educational information security.

3. Data Sources

The data sources in this study consist of primary data and secondary data.

A. Primary Data

Primary data was obtained from various laws and regulations relating to data falsification and electronic information systems, including:

1. Electronic Information and Transactions Law (ITE Law).
2. Criminal Code (KUHP).
3. Regulations of the Ministry of Education, Culture, Research, and Technology relating to the Dapodik system and non-formal education administration.

B. Secondary Data

Secondary data was obtained through various library sources that support the research, including:

1. Criminal law and information technology law books.
2. A scientific journal that discusses data security and digital education systems.
3. Articles related to information technology and electronic data protection.
4. Education policy documents and reports on Dapodik management.

4. Data Collection Techniques

Data collection techniques in this study were carried out through:

A. Literature Study

A literature study was conducted by collecting and studying various literature related to law, information technology, and educational administration systems. This literature served as the basis for analyzing the research problem.

B. Documentation

Documentation techniques are carried out by reviewing official documents, government regulations, education policy reports, and various documents related to the management of Dapodik at PKBM.

C. Regulatory Analysis

This study also uses regulatory analysis to identify legal provisions governing electronic data falsification and legal liability for perpetrators of educational data manipulation.

5. Data Analysis Techniques

Data analysis in this study was carried out descriptively-analystically with the following stages:

A. Data Reduction

Data obtained from various sources were selected and simplified according to the research focus, namely falsification of Dapodik data at PKBM from a legal and technological perspective.

B. Data Presentation

The data that has been reduced is then arranged systematically in the form of descriptive descriptions to facilitate the analysis process and drawing conclusions.

C. Drawing Conclusions

The final stage involves drawing conclusions based on the analysis of the reviewed data and regulations. The conclusions are formulated descriptively and analytically to address the research questions regarding forms of data falsification, legal aspects, and the use of technology to prevent Dapodik data manipulation.

RESULTS AND DISCUSSION

1. Overview of the Dapodik System at PKBM

The Basic Education Data (Dapodik) is a national data collection system developed by the government to collect all education data in an integrated manner. This system serves as a centralized information center for educational administration, encompassing data on students, educators, education personnel, facilities, infrastructure, and learning activities at each educational unit. In practice, Dapodik serves as the basis for national education policymaking, as the data recorded in the system serves as a reference for planning, evaluation, and the distribution of educational assistance. In non-formal educational institutions such as Community Learning Centers (PKBM), Dapodik plays a crucial role in supporting the institution's operational legality. Through this system, the government can track the number of active students, teaching staff, and learning activities taking place at each PKBM. Furthermore, Dapodik data is an administrative requirement for the accreditation process for non-formal educational institutions. Dapodik data input is handled by institution operators who have access to the education data system. Operators are responsible for entering and periodically updating student, teacher, study group, and learning activity data. Once data is entered, the system synchronizes it with a central server for verification and use as a national education database. In practice, the data recorded in Dapodik directly impacts the provision of government assistance to PKBM (Centers for Community Empowerment and Development). The number of active students and learning activities recorded in the system serve as the basis for determining the allocation of operational educational assistance and other supporting programs. Therefore, data accuracy is crucial for the accuracy of aid distribution and the quality of government education policies.

2. Forms of Dapodik Data Falsification

A. Fictitious Student Data

One form of data falsification frequently found in PKBM is the inclusion of fictitious students. This practice involves adding the identities of students who are actually inactive or have never even participated in learning activities. These student data are still entered into the Dapodik system to make the number of students appear higher than the actual number. Student data manipulation is generally carried out to gain administrative or financial benefits, such as increasing operational educational assistance. The more students registered in the system, the greater the potential assistance an institution receives.

B. Manipulation of Educator Data

Another form of fraud is the use of the identities of teachers or educators who are no longer actively teaching at PKBM. In some cases, educators' identities are listed without their actual presence in learning activities. There is also the use of data from teachers who have actually stopped teaching but remain active in the system.
This manipulation is usually carried out to fulfill certain administrative requirements, such as the ratio of educators to students or meeting the accreditation standards of non-formal educational institutions.

C. Engineering Learning Activities

Manipulation practices also occur in learning activity data, such as fabricating study group sizes and student attendance data. Learning activity data is made to appear normal even though actual conditions do not align with the data recorded in the system.
This action indicates the misuse of the education administration system which has an impact on the inaccuracy of national education data.

3. Factors Causing Data Falsification

A. Internal Factors

1. Weak Integrity of Management

One of the main factors contributing to Dapodik data falsification is the low integrity of some educational institution administrators. The desire for profit drives the manipulation of administrative data without considering the legal consequences and the impact on the national education system.

2. Lack of Internal Supervision
Weak internal oversight also contributes to data manipulation. In some PKBMs, data verification processes are not optimal, leaving operators with ample opportunity to enter data that does not reflect the actual situation.

B. External Factors
1. Administrative Pressure
Administrative pressures stemming from various institutional needs often lead to data manipulation. Community Learning Centers (PKBM) are required to meet various administrative requirements to obtain government assistance and maintain their operational status.
2. Digital Verification System Loopholes
The digital verification system in Dapodik, which is not yet fully integrated with the national database, also opens up opportunities for data falsification. The lack of synchronization between agencies means that data entered by operators cannot always be automatically verified.
4. Legal Analysis of Dapodik Data Falsification
A. Criminal Code Perspective
From a criminal law perspective, falsifying Dapodik data can be categorized as falsifying administrative documents. Entering false data or manipulating educational information can constitute an unlawful act because it is done intentionally to gain a specific advantage.
Apart from that, misuse of administrative data in the education system can also cause state losses if it is related to the distribution of educational aid that is not on target.

B. Perspective of the Electronic Information and Transactions Law (ITE Law)
Dapodik data falsification is also related to the misuse of electronic systems as stipulated in the Electronic Information and Transactions Law. Manipulation of digital data through electronic systems can be categorized as an unlawful act if the data entered does not reflect the actual situation.
Inputting false information into electronic systems has the potential to cause administrative losses and disrupt the accuracy of national education data.

C. Legal Responsibility
1. Operator Responsibilities
Dapodik operators are directly responsible for the data entered into the system. If operators intentionally manipulate data, they may be held legally accountable, both administratively and criminally.
2. Responsibilities of Educational Institutions
In addition to operators, educational institutions are also responsible for monitoring and validating data entered into the system. If manipulation is carried out in a structured manner or is known to the institution's administrators, legal liability may be placed on the educational institution.
5. Technology Analysis of Dapodik Security
A. System Weaknesses
1. Data Validation Is Not Optimal
The validation system in Dapodik still has limitations in detecting data that doesn't align with actual conditions. Some data may remain in the system even though it hasn't been thoroughly verified.
2. Lack of Synchronization Between Agencies
The suboptimal integration between Dapodik and the national population database has resulted in the identity verification process for students and educators being suboptimal. This situation opens up the possibility of using fake identities or invalid data.

B. Technology Solutions
1. Biometric Verification
The use of biometric technology can help ensure the authenticity of the identity of students and educators through fingerprint or facial recognition.
2. Integration of NIK with the National Database
Integration of the Population Identification Number (NIK) with the national population database can improve the accuracy of student and educator data validation.

3. Artificial Intelligence for Data Anomaly Detection
Artificial intelligence technology can be used to detect unusual data patterns, such as spikes in student numbers or suspicious learning activities.
4. Periodic Digital Audits
The government needs to conduct regular digital audits of Dapodik data to ensure compliance between system data and field conditions.
5. User Activity Tracking System (Log System)
Implementing a system log can help track all user activity in the system so that every data change can be known clearly and transparently.
6. Impact of Data Falsification
A. Legal Impact
Falsification of Dapodik data can result in legal sanctions, both criminal and administrative. Perpetrators can be punished according to criminal law and regulations related to electronic systems.
B. Social Impact
Data manipulation practices can undermine public trust in non-formal educational institutions. Furthermore, such actions can create a negative image of digital-based education management.
C. Impact of Education
Invalid education data can lead to inaccurate government policies. Education planning, aid distribution, and quality evaluations become less effective because they are based on manipulated data.

CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the research and discussion on Dapodik data falsification in non-formal education units (PKBM), it can be concluded that the practice of data manipulation in the Dapodik system constitutes an administrative violation and can be categorized as a criminal act if carried out intentionally to obtain certain benefits. The forms of falsification found include the inclusion of fictitious students, the use of educator data that does not reflect actual conditions, and the manipulation of learning activities and study groups. These actions result in inaccurate national education data and have the potential to cause state losses in the distribution of educational assistance. The main factors contributing to Dapodik data falsification are weak internal oversight systems, low integrity among educational institution administrators, and suboptimal digital validation systems for detecting invalid data. Furthermore, administrative pressures and the need for government assistance also contribute to data manipulation in PKBM. From a legal perspective, Dapodik data falsification can be examined based on provisions in the Criminal Code (KUHP) regarding document falsification and provisions in the Electronic Information and Transactions Law (UU ITE) regarding misuse of electronic systems and digital data manipulation. Therefore, perpetrators of data falsification can be held legally accountable, both administratively and criminally, in accordance with applicable laws and regulations. The development of information technology plays a crucial role in preventing and detecting manipulation of educational data. Utilizing technologies such as population data integration, automated validation systems, digital audits, artificial intelligence (AI), and biometric verification can provide solutions to strengthen the security of the Dapodik system. Therefore, synergy between strengthening legal regulations and developing information technology is needed to create a more transparent, accurate, and accountable educational administration system.

2. Suggestions
A. For the Government
The government needs to strengthen the digital monitoring system for Dapodik management, particularly in non-formal education units (PKBM). This oversight can be carried out through regular data audits, improved automated validation systems, and integration of education data with the national population database. Furthermore, the government needs to impose strict sanctions on data manipulation perpetrators to create a deterrent effect and increase compliance in educational administration.

B. For PKBM
PKBM managers need to improve their integrity and responsibility in inputting educational data. All data entered into the Dapodik system must reflect actual conditions on the ground to avoid future legal issues. Furthermore,

PKBM must regularly verify and update data to maintain the accuracy of the educational information recorded in the system.

C. For System Developers

Dapodik system developers are expected to strengthen system security by implementing artificial intelligence-based technology and biometric verification to detect invalid or suspicious data. Furthermore, cross-agency data validation is needed to ensure a more effective, accurate, and integrated process for verifying student and educator identities.

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