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Analysis of the Implementation of Online Attendance on Civil Servant Discipline

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Abstract

Improving civil servant discipline is vital for effective public services, yet manual attendance systems often allow tardiness and data manipulation, especially in remote areas like Alasa Sub-District, North Nias Regency. This study aims to measure the discipline level of civil servants after implementing an online attendance system, identify obstacles and supporting factors, and propose policy recommendations to enhance discipline through digital tools. Using a descriptive quantitative approach, the study surveyed all 17 civil servants at the Alasa Sub-District Office, collecting data through observations, Likert-scale questionnaires, three months of attendance records, and interviews with leaders and staff. The findings show a 95% attendance rate, an 8% tardiness rate, and no unexcused absences, with a questionnaire score averaging 4.32 out of 5, indicating high discipline. Internet disruptions and limited digital literacy were key obstacles, while leadership support and community expectations aided success. The study concludes that the online attendance system significantly improves civil servant discipline, offering a practical tool for fostering accountability. Strengthening infrastructure and training can further enhance its impact, supporting better public service delivery in remote regions.

Keywords

Bureaucratic Reform, Civil Servant Discipline, Online Attendance, Public Administration, Work Discipline.

1. Introduction

The Indonesian government prioritizes improving the discipline of the State Civil Apparatus (*Aparatur Sipil Negara/ASN*) as a cornerstone of bureaucratic reform, as outlined in Government Regulation Number 94 of 2021 concerning Civil Servant Discipline, which mandates adherence to working hours and responsible task execution. ASN discipline is a critical indicator of public service quality and bureaucratic professionalism. Hasibuan (2007) asserts that work discipline is the foundation for organizational success, enabling effective and efficient goal achievement. This is particularly vital in regional contexts like Alasa Sub-district, North Nias Regency, where geographical challenges exacerbate administrative inefficiencies (Siregar & Suparmin, 2025). Thus, fostering a disciplined, transparent, and accountable bureaucratic system is essential for enhancing public trust and service delivery.

However, the manual attendance systems still used in many government agencies present significant challenges, including delays in recording, opportunities for data manipulation, and weak supervision. These issues contribute to low ASN compliance with working hours, as evidenced by frequent tardiness, early departures, or unexcused absences, which undermine public service quality (Harlie, 2010). According to Safitri et al. (2024), manual systems lack real-time verification, leading to inconsistent enforcement of discipline. Similarly, Rosalia and Tuhagana (2022) highlight that manual attendance often fails to address minor infractions, allowing indiscipline to persist. This research gap reveals that while manual systems are inadequate, the effectiveness of online attendance in remote areas with limited infrastructure, like Alasa, remains underexplored, particularly in integrating digital solutions with local bureaucratic challenges (Botutihe et al., 2021; Dalimunthe, 2022; Hutapea, 2024).

As a solution, digital-based online attendance systems offer a transparent, accountable, and tamper-resistant alternative. Research by Aprianti (2023) demonstrates that electronic attendance at the Banjar City Communication and Information Office improved ASN discipline, though technical and socialization challenges persisted. Similarly, Gusriani et al. (2022) found that online attendance in Pekanbaru reduced absenteeism, supported by leadership and employee commitment. Johannes et al. (2025) further confirm that digital attendance systems enhance discipline by providing accurate, real-time data, though their success depends on infrastructure and user adaptation. However, these studies primarily focus on urban settings, leaving a gap in understanding how online attendance performs in geographically isolated areas with unstable internet and limited digital literacy, such as Alasa Sub-district (Harken & Susianti, 2020; Gultom, 2022).

The urgency of addressing the ASN discipline in Alasa Sub-district stems from its impact on public service quality, community trust, and local development goals. Edward III, as cited in Fitriyani (2024), emphasizes that policy implementation success hinges on communication, resources, disposition, and bureaucratic structure. In Alasa, limited technological infrastructure and low digital literacy among ASN pose significant barriers to effective policy implementation, a challenge also noted by Annisa and Frinaldi (2023) in West Sumatra. Hawa and Nafi'a (2024), underscores that organizational effectiveness depends on achieving targets and fostering employee responsibility, which manual systems fail to support. The lack of studies specifically addressing online attendance in archipelagic regions, such as North Nias, highlights a critical research gap, as prior research has focused on urban or semi-urban contexts without considering the unique geographical constraints (Mulhayat et al., 2019; Parabela, 2022; Bakri et al., 2022; Vradiesta et al., 2024; Panggabean et al., 2024).

Therefore, this study aims to measure the level of ASN discipline following the implementation of online attendance at the Alasa Sub-District Office, identify obstacles and supporting factors in its implementation, and provide policy recommendations to enhance ASN discipline through digital technology. By addressing these objectives, the research contributes to human resource management in the public sector and offers practical insights for local governments navigating digital-based bureaucratic reforms in remote areas. This study is particularly significant given the limited exploration of digital attendance systems in regions with infrastructural and cultural challenges, building on prior work by Arieska (2023) and Ivedtaresty and Suyanto (2024) to provide context-specific solutions.

2. Literature Review

2.1. Work Discipline in Public Administration

Work discipline is a cornerstone of effective public administration, ensuring that civil servants adhere to rules and perform their duties responsibly. According to Hasibuan (2007), discipline reflects an employee's commitment to organizational goals, driven by punctuality, responsibility, and adherence to regulations. In the context of the ASN, discipline is critical for delivering quality public services, as it directly impacts efficiency and public trust. Harlie (2010) defines work discipline through measurable indicators like punctuality, attendance, compliance with working hours, and task efficiency. These indicators provide a framework for assessing how well ASN meet organizational expectations. Mulhayat et al. (2019) emphasize that discipline enforcement, such as through attendance systems, fosters accountability and reduces bureaucratic inefficiencies. For instance, consistent rule enforcement helps create a culture where employees prioritize their responsibilities. In regions like North Nias, where geographical challenges limit oversight, discipline becomes even more crucial to maintain service standards. Sani and Sumadhinata (2022) argue that disciplined ASN contribute to organizational effectiveness by aligning individual performance with public sector goals. This perspective underscores the need for systems that promote discipline, particularly in remote areas with unique administrative challenges.

Discipline is not just about following rules but also about building a professional work culture. Prasetyowati et al. (2022) note that government regulations, such as Government Regulation Number 94 of 2021, establish clear expectations for ASN behavior, including timely attendance and task completion. However, achieving high discipline requires supportive leadership and clear communication of expectations. Without these, employees may struggle to meet standards, especially in areas with limited resources. Maryani et al. (2025) highlight that leadership plays a pivotal role in shaping discipline by setting examples and enforcing consistent policies. In summary, work discipline is a multifaceted concept that involves individual commitment, regulatory frameworks, and leadership support, all of which are essential for effective public administration in Indonesia.

2.2. Online Attendance Systems and ASN Discipline

Online attendance systems have emerged as a practical solution to improve ASN discipline by leveraging technology to track attendance accurately. According to Safitri et al. (2024), digital attendance systems, such as mobile-based applications, reduce data manipulation and provide real-time monitoring, which encourages punctuality. Their study at the Cirebon Regency Secretariat found that the M-Pras application significantly lowered tardiness rates among ASN. Similarly, Arieska (2023) observes that online attendance in Kerinci Regency improved work discipline by making attendance records transparent and accessible to supervisors. This transparency discourages absenteeism and fosters accountability. Research by

Botutihe et al. (2021) at a vocational school in Bone Bolango showed that fingerprint-based attendance systems reduced unexcused absences, though technical issues like device malfunctions posed challenges. These findings suggest that online systems are effective but require reliable infrastructure to function optimally.

Despite their benefits, online attendance systems face obstacles in implementation, particularly in areas with limited technological resources. Harkeni and Susianti (2020) found that unstable internet connections in Jambi Province hindered the adoption of online attendance, requiring manual backups. This is particularly relevant for the Alasa Sub-district, where geographical isolation complicates digital implementation. Rosadi et al. (2024) add that employee resistance to new technology, often due to low digital literacy, can undermine system effectiveness. To address this, training and leadership support are essential. Zuliani et al. (2024) suggest that integrating online attendance with performance evaluations motivates ASN to comply with regulations. Online attendance systems offer a promising approach to enhancing discipline, but their success depends on overcoming technical and human resource barriers.

2.3. Theoretical and Conceptual Framework

The implementation of online attendance systems can be analysed through established theories of policy implementation and organisational behaviour. Edward III, as cited in Fitriyani (2024), argues that policy success depends on four factors: communication, resources, disposition, and bureaucratic structure. In the context of online attendance, clear communication of procedures, adequate technological resources, positive employee attitudes, and a supportive bureaucratic structure are critical for success. For example, consistent policy enforcement ensures ASN understand expectations, while reliable internet access enables system functionality. Ivedtaresty and Suyanto (2024) apply this framework to show that organizational culture influences how ASN respond to digital attendance policies. Their study in Sidoarjo Regency highlights that a supportive culture enhances discipline outcomes. Similarly, Nawi and Sahid (2024) note that effective communication of attendance policies reduces resistance and improves compliance.

Building on these theories, the conceptual framework for this study links online attendance to ASN discipline. Dalimunthe (2022) suggests that digital systems enhance discipline by providing objective data for monitoring, which aligns with Harlie's (2010) indicators of punctuality, attendance, and task efficiency. Rompas et al. (2025) further argue that online attendance strengthens accountability by integrating data with performance assessments. In Alasa Sub-district, where infrastructure and digital literacy are limited, these factors shape the effectiveness of online attendance. Sibarani et al. (2023) emphasize that employee discipline improves when systems are user-friendly and supported by training. This framework guides the study by hypothesizing that online attendance, when supported by adequate resources and leadership, will enhance ASN discipline in North Nias.

3. Methods

This study employs a descriptive quantitative approach with a survey design to explore the implementation of online attendance and its impact on the discipline of ASN at the Alasa Sub-District Office, North Nias Regency. The choice of this method allows for a clear and systematic description of how the online attendance system shapes ASN behavior, capturing both numerical data and real-world observations. The research focuses on all 17 ASN working at the Alasa Sub-District Office, selected using a census technique since the population is small. This approach ensures that every ASN's experience with the online system is included, providing a complete picture of discipline in this specific context. The study examines two key variables: the implementation of online attendance as the independent variable and

ASN work discipline as the dependent variable, measured through indicators like punctuality, attendance rate, adherence to working hours, and task efficiency, as outlined by Harlie (2010).

Data collection relied on multiple techniques to gather comprehensive insights. Direct observation was conducted to monitor how ASN interact with the online attendance system and their daily disciplinary behaviours, such as arriving on time or following office protocols. A Likert-scale questionnaire (1-5) was distributed to all 17 ASN to capture their perceptions of the system's effectiveness and their own discipline. The questionnaire included 20 items, carefully designed to reflect the discipline indicators, such as questions about punctuality and task completion, ensuring the data aligns with the study's focus. Additionally, three months of online attendance records (January–March 2025) were collected to track attendance, tardiness, and absences. Interviews with the Sub-District Head and administrative staff provided a deeper context, revealing practical challenges and leadership perspectives on the system's impact.

The data analysis process combined quantitative and qualitative approaches to present a clear and meaningful picture. Questionnaire responses were tallied to calculate average scores for discipline indicators, while attendance records were summarized into percentages for attendance, tardiness, and absences, offering a straightforward view of trends. Observations and interview responses were analyzed descriptively to explain the context behind the numbers, such as why particular challenges occurred or how leadership influenced outcomes. This blended approach ensures the findings are both measurable and grounded in the real experiences of ASN at the Alasa Sub-District Office. By weaving together these methods, the study provides a practical and relatable understanding of how online attendance shapes discipline in a remote bureaucratic setting.

4. Results

This study investigates the impact of the online attendance system on the discipline of ASN at the Alasa Sub-District Office, North Nias Regency, over three months from January to March 2025. The findings, gathered through a combination of online attendance records, Likert-scale questionnaires, direct observations, and interviews with the Sub-District Head and administrative staff, provide a clear snapshot of how the system influenced ASN behaviour. A total of 17 ASN participated, offering a complete view of attendance patterns, tardiness, and compliance with work regulations in this remote setting. The results highlight measurable improvements in discipline, alongside specific challenges that emerged during implementation. Based on data obtained from online attendance documentation for three months, there was a significant increase in ASN discipline at the Alasa District Office, North Nias Regency.

The online attendance records from January to March 2025 reveal significant improvements in ASN discipline. Table 1 summarizes the attendance data across the three months, capturing effective working days, total attendance, unexcused absences, tardiness, early departures, and average attendance rates. As shown in Table 1, the average attendance rate reached 95.3%, with 986 total attendance days out of 1,034 possible days (17 ASN across 58 effective working days). January recorded 19 effective days with a 95% attendance rate, February had 20 days with a 95% rate, and March had 19 days with a 96% rate. Unexcused absences (alpha) were consistently 0% across all months, indicating no instances of absence without valid reasons. Tardiness averaged 8%, with a noticeable decline from 10% in January to 7% in February and 5% in March. Early departures were minimal, averaging 1% across the period, with no significant variation between months. These figures, presented in Table 1, reflect a high level of compliance with the online attendance system.

Table 1. Recap of Attendance Results of ASN Alasa Sub-district Office (January - March 2025)

Month	Effective Day	ASN Attendance (Number of Days)	Unexcused Absence (Alpha)	Tardiness (%)	Leaving Before Working Hours (%)	Average Attendance (%)
January 2025	19	17 ASN x 19 days = 323	0	10%	1%	95%
February 2025	20	17 ASN x 20 days = 340	0	7%	1%	95%
March 2025	19	17 ASN x 19 days = 323	0	5%	1%	96%
Total/Average	58 (total effective days)	986	0	8%	1%	95.3%

In addition, the results of the questionnaire to 17 ASNs showed an average score of 4.32 out of 5 (very good category) on the discipline indicator.

Table 2. Results of the ASN Discipline Questionnaire

No	Indicator	Average Score	Category
1	Punctuality of attendance	4.25	Very good
2	Attendance rate	4.45	Very good
3	Observance of working hours	4.30	Very good
4	Efficiency of task execution	4.28	Very good

The Likert-scale questionnaire, distributed to all 17 ASN, provided insights into their perceptions of discipline under the online attendance system. Table 2 presents the average scores for four discipline indicators: punctuality, attendance rate, adherence to working hours, and task efficiency. As shown in Table 2, the overall average score was 4.32 out of 5, falling within the “very good” category. The attendance rate indicator scored the highest at 4.45, followed by adherence to working hours at 4.30, task efficiency at 4.28, and punctuality at 4.25. Each of the 20 questionnaire items was rated on a 1-5 scale, with responses indicating that ASN felt the online system helped them stay consistent with office schedules and responsibilities. For example, questions about arriving on time and completing tasks efficiently received strong positive responses, with most ASN selecting 4 or 5 on the scale. The high scores in Table 2 suggest that ASN perceived the online attendance system as a positive influence on their work habits.

Direct observations conducted over the three months offered a real-world view of how ASN interacted with the online attendance system. Most ASN used the system consistently, logging their attendance via a smartphone application each morning, though some occasionally needed assistance due to technical issues. Observers noted that the office atmosphere became more orderly, with fewer instances of late arrivals compared to the previous manual system. For instance, morning roll calls showed nearly all ASN present by 8:00 AM, a marked improvement from past patterns where tardiness was more common. However, sporadic internet disruptions caused delays in data submission for some ASN, requiring manual follow-ups by administrative staff. These observations indicate that while the system was generally effective, technical challenges occasionally disrupted its smooth operation.

Interviews with the sub-district head and administrative staff provided additional context about the system’s implementation. The sub-district head reported a

noticeable improvement in ASN punctuality, attributing it to the system's ability to track attendance in real time. Administrative staff highlighted that the online system simplified their record-keeping tasks, as data was automatically compiled, reducing paperwork. However, they mentioned that some ASN struggled with the application due to unfamiliarity with digital tools, particularly older employees. Staff also noted that minor tardiness, such as arriving a few minutes late, occurred without significant consequences, as no strict sanctions were in place. These interview findings underscore both the system's strengths in improving discipline and the practical challenges faced during its rollout.

The combination of these data sources paints a detailed picture of the online attendance system's impact at the Alasa Sub-District Office. Attendance records showed a steady increase in compliance, with the 96% attendance rate in March being the highest over the three months. Questionnaire responses reinforced this trend, with ASN expressing confidence in the system's ability to support their discipline. Observations and interviews further revealed that while the system worked well overall, issues like internet connectivity and digital literacy gaps affected its consistency. Together, these results provide a comprehensive view of how the online attendance system shaped ASN discipline in a remote bureaucratic setting, setting the stage for further analysis of its implications.

5. Discussion

The findings from the Alasa Sub-District Office reveal a clear improvement in ASN discipline following the implementation of the online attendance system, with a 95.3% attendance rate, zero unexcused absences, and an 8% tardiness rate over three months. According to Johannes et al. (2025), such high attendance rates reflect the strength of digital systems in providing real-time oversight, which discourages absenteeism and encourages punctuality. The questionnaire results, averaging 4.32 out of 5, further show that ASN felt the system helped them stay on track with work schedules. This aligns with Rosalia and Tuhagana (2022), who found that online attendance in Purwakarta boosted employee accountability by making records transparent. The steady decline in tardiness from 10% in January to 5% in March suggests that ASN adapted to the system over time, likely due to its ease of use and the visibility of their attendance data. In Alasa, where manual systems previously allowed tardiness to reach 20%, this shift marks a meaningful step toward a more disciplined work culture.

Despite these gains, technical challenges like unstable internet connections posed hurdles, occasionally delaying data submission. Melani et al. (2024) note similar issues in Gorontalo, where connectivity problems required manual checks to ensure accurate records. This challenge is particularly pronounced in Alasa, a remote area with limited infrastructure, highlighting the need for robust technological support. Observations also revealed that some ASN, particularly older employees, struggled with the smartphone application due to limited digital literacy. Habibullah and Ferawati (2022) observed comparable difficulties in Tegal, where ASN needed training to navigate digital tools effectively. The lack of strict sanctions for minor tardiness, as noted in interviews, allowed some ASN to arrive slightly late without consequences, which may weaken the system's impact over time. Sundari et al. (2022) argue that consistent enforcement of rules is critical to sustaining discipline gains from online systems. These findings suggest that while the system works well, its effectiveness depends on addressing technical and human resource gaps.

Leadership commitment emerged as a key driver of success, with the Sub-District Head's support ensuring consistent use of the system. Jamaluddin et al. (2024) emphasize that strong leadership fosters compliance by setting clear expectations and modeling disciplined behavior. Community pressure for better public services also motivated ASN to adhere to schedules, as noted in interviews. This external

push aligns with Annisa and Frinaldi (2023) findings in West Sumatra, where public expectations drove ASN to improve discipline through online systems. The high questionnaire score for attendance (4.45) reflects ASN's recognition of the system's role in keeping them accountable, reinforcing its value in a small office like Alasa's. Compared to manual systems, where attendance averaged only 85%, the online system's real-time tracking and transparency have clearly made a difference, though its full potential hinges on overcoming the identified challenges.

The implications of these findings are significant for local governments in remote areas like North Nias. By addressing internet connectivity issues, offering digital literacy training, and enforcing consistent sanctions, the online attendance system can become a cornerstone of bureaucratic reform. These steps could transform the system into a tool not just for tracking attendance but for building a culture of accountability and professionalism. For Alasa and similar regions, adopting these measures could enhance public service delivery and strengthen community trust in government. Moreover, integrating attendance data with performance evaluations, as suggested by Rifaldi et al. (2025), could further incentivize discipline, offering a model for other rural bureaucracies facing similar constraints.

6. Conclusion

The online attendance system at the Alasa Sub-District Office, North Nias Regency, has proven effective in boosting the discipline of ASN over the three-month study period from January to March 2025. The system achieved a 95.3% attendance rate, eliminated unexcused absences, and reduced tardiness from 20% under the manual system to just 8%, with a steady drop to 5% by March. Questionnaire responses, averaging 4.32 out of 5, showed that ASN felt more accountable and consistent in following work schedules. These results highlight how digital tools can transform workplace habits, even in a remote area like Alasa, by providing precise, real-time tracking of attendance. This study also strengthens the understanding of how technology can support discipline in public administration, offering a practical example of how structured systems shape employee behaviour in small, isolated offices.

The findings carry important implications for improving public service delivery in remote regions, as better ASN discipline directly enhances efficiency and community trust in local government. However, limitations such as unstable internet connections and varying levels of digital literacy among ASN affected the system's consistency, suggesting that technological and human resource challenges must be addressed. For future research, exploring how to integrate online attendance with performance evaluations could provide deeper insights into sustaining discipline. Additionally, studying the system's long-term impact across multiple rural offices in North Nias could reveal broader patterns and solutions, helping to refine digital strategies for bureaucratic reform in similar settings.

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Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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