EDU-IJ

Data-Based Planning Through the Education Report Card in Improving the Quality of Educational Services

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Abstract

This study aims to examine the implementation of data-based planning using the Education Report Card in improving the quality of educational services at SMP Negeri 4 Krui. It also explores the barriers and supporting factors influencing its implementation. Employing a descriptive qualitative approach with a case study method, data were collected through in-depth interviews, observation, and documentation. The findings reveal that the stages of data-based planning identification, reflection, and improvement have been carried out systematically and purposefully. Four priority aspects from the Education Report Card were analyzed: quality of learning, character, school safety climate, and diversity. Planning and implementing programs based on data have proven to enhance service quality, reflected in improved teacher discipline, learning effectiveness, utilization of facilities, and a safer, more inclusive school environment. Challenges include limited understanding of data and a lack of training, while supporting factors include the principal's competency, the availability of subject-specific teachers, and a reflective school culture. This study recommends strengthening teachers' data literacy and optimizing collaboration among education stakeholders.

Keywords: data-based planning; education report card; junior high school; quality of educational services

INTRODUCTION

Improving the quality of educational services is a primary priority in national development. According to Sallis (2002), high-quality education must meet the expectations of educational stakeholders, including students, parents, communities, and policymakers. Therefore, schools are expected not only to function as places of learning but also as learning organizations capable of continuously evaluating and improving their performance.

EDU-IJ

The quality of educational services in Indonesia remains low, as reflected in its PISA ranking of 74 out of 80 countries and its Human Development Index position of 116 out of 189, indicating significant challenges in learning outcomes (Fauzi et al., 2023). This low quality is due in part to the limited competencies of teachers: only around 12% of primary school teachers possess adequate literacy skills, and just 21% are proficient in mathematics, according to PISA (OECD, 2018). Furthermore, there is a projected shortage of ±1.31 million teachers by 2024 due to retirements and limited recruitment through the Teacher Professional Education Program (Kemendikbudristek, 2023). Infrastructure is also inadequate; in the 2021/2022 academic year, 60.6% of primary school classrooms were slightly to moderately damaged, and the figure was 53.3% for junior high schools (BPS, 2023). Data from the Ministry of Education show that 21,983 schools required repairs, prompting a budget allocation of approximately IDR 2.2 trillion in 2023 through DAK to renovate 22,023 classrooms (DPR RI, 2023). The low quality of educational services is also evident in student academic achievement, which remains below international standards, with PISA 2022 scores of 359 in reading, 366 in mathematics, and 383 in science—all below the OECD average (OECD, 2022).

In this context, the Data-Based Planning approach is particularly relevant. the Data-Based Planning is a decision-making process in education that systematically uses data to guide policy and action. According to Sutrisno (2020), the Data-Based Planning is part of performance-based management that emphasizes the use of data to determine program priorities and allocate resources. It is an ongoing and integrated process within the school planning cycle, involving the collection, analysis, and interpretation of relevant and valid data to identify needs and determine priorities in school management (Daryanto & Karim, 2017). Thus, the Data-Based Planning is not merely a routine task but a critical tool in ensuring quality education for all Indonesians (Astutiningtyas, 2024).

The 19th episode of the Merdeka Belajar policy by the Ministry of Education, Culture, Research, and Technology introduced the Education Report Card as a primary instrument in data-based planning. This platform provides evaluation data as an enhancement of the previous Quality Report. It features indicators based on educational inputs, processes, and outcomes, using data from various existing systems and sources. According to Herwanti et al. (2022), the Education Report Card offers a comprehensive evaluation report that serves as a reference for improving the quality of education in Indonesia. It includes indicators such as literacy, numeracy, student character, school climate, and diversity, which schools use to design improvement programs.

Mulyasa (2011) states that effective educational planning must be based on accurate problem identification, reflection on previous practices, and the development of programs that meet real needs. This aligns with the the Data-Based Planning cycle, which consists of three stages: identification, reflection, and improvement. Through these stages, schools are expected to design plans based on objective data rather than assumptions. the Data-Based Planning involves the collection and analysis of data to support better decision-making (Nurzen, 2023). Its goals include optimizing the planning process, improving decision-making, formulating targeted policies, and enhancing overall educational quality by leveraging insights from the Education Report Card to support strategic and efficient planning (Wartoni, 2024). In terms of financial management, DBP helps optimize resource utilization to support student learning

EDU-IJ

and development, with platforms like the Education Report Card facilitating data analysis and problem identification for improving quality (Siswadi et al., 2024).

METHOD

This research employed a descriptive qualitative approach using a case study design. The study was conducted at SMP Negeri 4 Krui, Pesisir Barat Regency. The research subjects included the principal, vice principal, a teacher, and a student. The primary variable under investigation was the implementation of data-based planning using the Education Report Card, with indicators encompassing the stages of Identification, Reflection, and Improvement. Each stage was analyzed through four key aspects: learning quality, character, school safety climate, and diversity climate. Additionally, the study examined the quality of educational services through indicators such as teacher quality, learning quality, facilities and infrastructure, and a conducive learning environment.

Data collection techniques included in-depth interviews, field observations, and documentation of school reports such as the Education Report Card, Annual Work Plan (RKT), School Curriculum (KSP), and learning community records. Data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. To ensure data validity, source triangulation was applied.

RESULT AND DISCUSSION

The implementation of data-based planning using the Education Report Card at SMP Negeri 4 Krui demonstrated systematic and structured stages—beginning with problem identification using the Report Card, collaborative reflection with teachers and school management, and the formulation of concrete improvement programs. Widiyawati et al. (2025) found that the IRB stages (Identification–Reflection–Improvement) increased student literacy by 20% and led to more targeted budget allocations.

During the identification phase, the school utilized literacy and numeracy data as indicators of learning quality. These data revealed that many students had not yet reached minimum competency. Reflection indicated several underlying causes: limited variety in teaching methods, insufficient use of instructional media, and some teachers' lack of subject mastery. These findings align with Arief (2023), who asserts that education quality is directly influenced by classroom input and processes.

In the reflection stage, teachers and school leaders analyzed the causes and formulated intervention strategies. Teachers were encouraged to enhance their competencies, share best practices, and evaluate ongoing teaching and learning processes. Character development was also reviewed. Based on the data, values such as mutual cooperation and independence had not been fully internalized. The school addressed this by implementing character-building programs through the Pancasila Student Profile Strengthening Project (P5) and daily positive reinforcement routines.

In the improvement phase, strategic programs were executed. The school activated internal learning communities and subject teacher forums (MGMP) to conduct training on

differentiated instruction, Merdeka Curriculum, the use of the Merdeka Mengajar platform, e-report usage, literacy and numeracy across subjects, the use of Gemini AI in instruction, and sharing best teaching practices. Learning support infrastructure was also improved, including the computer lab, sports facilities, and multimedia equipment.

Security programs were reinforced through scheduled teacher supervision and student well-being initiatives, such as anti-bullying campaigns and juvenile delinquency prevention programs in collaboration with local police. To foster diversity, the school held religious holiday celebrations and engaged students from various backgrounds in school activities.

The impact of implementing data-based planning using the Education Report Card was a notable improvement in educational service quality at SMP Negeri 4 Krui. This was evident in enhanced teacher competencies, increased student participation in learning and extracurricular activities, improved facilities, and a safer, more inclusive school atmosphere. Herfiyanti et al. (2024) also found that schools applying systematic the Data-Based Planning could identify issues more accurately, positively influencing service quality, particularly in teaching and professional development.

Additionally, researchers observed significant improvements in the quality of social interactions among school stakeholders. This aligns with Wartoni (2024), who stated that Education Report Cards provide critical data for informed decision-making, enabling targeted policy formulation, efficient planning, and optimal resource allocation. However, the Data-Based Planning implementation at SMP Negeri 4 Krui still faces several barriers. A primary challenge is limited human resource capacity in data literacy. Not all teachers are proficient in reading, analyzing, and interpreting the Education Report Card. Nurcahyati et al. (2024) also highlighted that insufficient data analysis skills hinder effective RKAS preparation. Hidayah et al. (2024) noted similar findings, emphasizing disparities in teacher competence and inadequate infrastructure.

Consequently, the reflection process and the development of follow-up programs were not always optimal. While learning communities exist, teacher participation in collective data discussions remains inconsistent and requires continuous facilitation.

Another barrier is inadequate technological infrastructure. The uneven availability of ICT equipment such as projectors, laptops, and internet access hinders digital learning integration and online data utilization. Furthermore, teachers' high workloads teaching, administration, student mentoring, and extracurricular supervision limit their capacity for data reflection and professional development. Budget constraints also hamper the realization of data-driven priority programs, such as teacher training or equipment procurement. Lastly, the school is still transitioning toward a reflective and collaborative culture. Some staff members perceive data analysis activities as an additional burden rather than an opportunity for growth.

To address these challenges, adaptive and collaborative strategies are needed. To overcome limited data literacy, ongoing teacher training should be provided, focusing on the meaningful interpretation and use of the Education Report Card. Learning communities can serve as structured data discussion forums, facilitated by instructional leaders or "guru penggerak."

EDU-IJ

In response to technological constraints, the school must map ICT needs comprehensively, using this as a basis for budget proposals or securing external support from the school committee or business partners. Regarding time and workload issues, data reflection activities should be scheduled efficiently, avoiding overlap with other tasks, and utilize collaborative digital platforms to enable participation without physical presence.

In terms of funding, the school can prioritize high-impact programs through the IRB cycle while exploring alternative funding sources such as performance-based BOS, CSR, or partnership grants. Cultural change can be fostered gradually through leadership by example, recognition of active teachers, and the integration of reflective and collaborative values into routine school activities. As Herfiyanti et al. (2024) emphasized, systematic IRB implementation with stakeholder discussions can overcome these barriers. Through planned and participatory approaches, data-based planning can become a strong foundation for improving educational service quality at SMP Negeri 4 Krui.

CONCLUSION

The implementation of data-based planning through the Education Report Card at SMP Negeri 4 Krui has proven effective in improving educational services. Through the stages of identification, reflection, and improvement, the school was able to diagnose problems accurately, involve stakeholders in collaborative forums, and design concrete programs to address challenges. This process led to enhanced teacher competence, more reflective teaching practices, sufficient infrastructure utilization, and the creation of a safe and conducive learning environment.

Supporting factors included visionary leadership, qualified teaching staff, active learning communities, and strong collaboration, while challenges were found in limited teacher time, lack of follow-up training, and infrastructure constraints. Overall, the use of the Education Report Card fostered evidence-based decision-making, shifting the school away from assumptions and toward a sustainable culture of quality improvement.

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EDU-IJ

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