Planning Based on Education Report Card Data to Improve the Quality of Education in Indonesia.

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Abstract—**The purpose of this study is to analyze and describe the role of local governments and education units in improving the quality of education through educational planning using education report cards. This study used a qualitative approach with a document study. Data-based planning helps education units and local governments to make significant changes in the formulation of programs and activities. The data provided by the educational report card reflects existing conditions that consist of 5 dimensions. The Education Report Card can be used as the main reference in analyzing, planning and following up on improving the quality of education because the data presented is objective, reliable and integrated. In addition, the education report card also functions as a measurement instrument for comprehensive evaluation of the education system, both internally and externally, which is oriented towards quality and equity of learning outcomes. By identifying, reflecting and fixing it, the root causes of problems in improving the quality of education from the education unit level to the district level will be revealed.** (*Abstract*)

Keywords—education planning, education report card, quality of education, identification, fix, reflection

INTRODUCTION

Data-Based Planning with the Education Report Card platform is a form of intervention by education units and district-level education offices on the quality and achievements of education in order to improve the quality of education on an ongoing basis by improving the budget and revamping the management system that is effective, accountable and concrete based on identification and reflection on the achievements in the education report card and conditions in the field.

Planning focuses on strategy preparation where implementation includes activities that prioritize, integrate, and coordinate institutional actions and the review framework focuses on activities that manage and control actions through a combination of daily process control and iterative review with the application of total quality management with the cycle used is PDCA, at all levels in the process [1].

Based on other opinions, educational planning is the process of analyzing, planning, progressing and assessing the entire educational system aimed at facilitating learning through a qualitative process that outlines the discovery and analysis of important content in education with the ultimate goal being to provide more effective learning practices [2].

Educational planning is an intervention by public authorities to direct and align educational development with the needs of other sectors to ensure economic and social progress [3]. The purpose of planning is to define actions, projects, and business objectives, assess their consequences to reduce the uncertainty involved in the decision-making process. Planning is an activity that is carried out regularly and in order to achieve a goal, it is very important to organize actions to achieve this goal [4].

Educational planning is a concise and planned effort, through an organized and continuous process, to identify the various elements and aspects of education. Through planning, educational planners determine how educational resources will be allocated and how educational system activities will be assigned to individuals and work groups. This is done by analyzing, formulating, implementing and controlling actions that have evolved to achieve the desired educational goals and objectives [5].

The purpose of this study is to analyze and describe the role of local governments and education units in improving the quality of education through education planning by using the education report card as the main reference in analyzing, planning and following up on improving the quality of education. In addition, the education report card also serves as a measuring tool for a comprehensive evaluation of the education system, both internal and external, which is oriented towards the quality and equity of learning outcomes. Data-based planning helps education units and local governments to make significant changes in the formulation of programs and activities. This study uses data presented by the Education report card that reflects existing conditions, the data

presented is objective, reliable and integrated, consisting of 5 dimensions, namely dimension A, about the quality and relevance of student learning outcomes, dimension B about quality education equity, dimension C about the competence and performance of teachers and education personnel, dimension D about the quality and relevance of learning and dimension E about participatory, transparent and accountable school management

LITERATURE REVIEW

A. Planning

Planning is the intelligent preparation for action. Planning is the first step of any management, if this first step is wrong then the next step will also go wrong. Therefore, failing to plan is planning for failure. [6] Educational planning in general terms is: research, development of theories and techniques, drawings, national, regional, and local school plans. Educational planning is related to curriculum planning, learning, infrastructure, facilities and infrastructure, management, administration, teachers and education personnel, finance and public relations. [7].

According to Banghart and Trull, there are several stages that should be passed in the preparation of educational planning, which is explained by the following figure: [8]
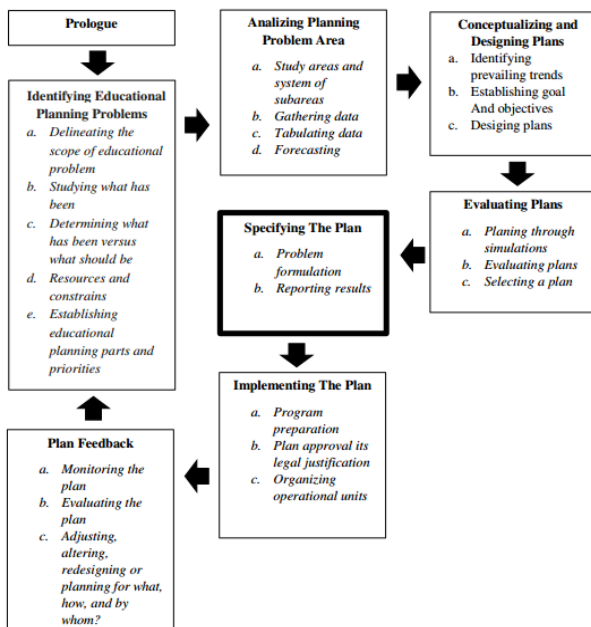

Fig. 1. Educational Planning by Banghart

The following is an explanation of the stages:

1. Prologue, which is the introduction or preparatory step to start the planning activity.

2. Identifying educational planning problems that include: determining the scope of the planning problem, reviewing what has been done, comparing what has been achieved and what should be achieved, available resources and limitations, and developing planning sections and planning priorities.

3. Analysing planning problem areas, this stage examines planning problems which include: reviewing problems and sub-problems, data collection, data tabulation and projection/forecasting.

4. Conceptualizing and designing plans, this stage develops a plan that includes: identifying existing trends, formulating general and specific goals, and developing a plan.

5. Evaluating plans, which is assessing the plans that have been developed which include: planning through simulation, evaluating plans and choosing a plan.

6. Specifying the plan, outlining a plan that includes: formulating the problem and compiling the results in the form of a final plan draft.

7. Implementing the plan, implement plans that include: preparation of operational plans, approval and ratification of plans, and organizing operational units.

8. Plan feedback, plan implementation feedback which includes: monitoring the implementation of the plan, evaluating the implementation of the plan, making adjustments, making changes to the plan or designing what needs to be designed again, how it is designed and by whom.

B. Educational Report Card

According to the Indonesian Educational Report Card Handbook, the Education Report Card is a platform that provides data on education system evaluation reports. The data is taken from the National Assessment which assesses the Minimum Competency Assessment, Character Survey, and Learning Environment Survey.

The report card itself has various benefits for teachers, schools and education stakeholders. The benefits of the Education Report Card include:

1. A key reference for analysis, planning and follow-up of education quality improvement.

2. Platform to view National Assessment results.

3. Objective and reliable data source where reports are presented in an automated and integrated manner.

4. Measurement instruments that are useful for evaluation of the education system as a whole for both internal and external evaluation.

5. Quality-oriented measurement tools and equitable distribution of learning outcomes (outputs).

6. A centralized data presentation platform for education units. So that education units do not need to use various applications to view the data presented.

The education report card consists of 5 dimensions, namely:

1. Dimension A, on the quality and relevance of student learning outcomes, includes: (1) Learning outcomes consisting of learning, social emotional and physical development outcomes. (2) Quality of learner learning outcomes consisting of: literacy, numeracy and character.

2. Dimension B is about equitable distribution of quality education, covering gaps in the quality of learning outcomes and learner access.

3. Dimension C on the competence and performance of Teachers and Education Personnel, including: the competence of educators and education personnel and their development, the number and performance of educators and education personnel as a driving force, the administrative performance of educators and education personnel, equitable distribution of teachers and meeting teacher needs.

4. Dimension D on the quality and relevance of learning, including: quality of learning, reflection and improvement of learning, instructional leadership, utilization of information and communication technology for learning, school safety climate, climate of diversity and inclusiveness of the school.

5. Dimension E on participatory, transparent and accountable school management, which includes: participation of school community, utilization of school resources for quality improvement, utilization of information and communication technology for budget management, proportion of Regional Revenue and Expenditure Budget for education [9].

In accordance with Ministry of Education and Culture Regulation No. 19/2007 on Management Standards, each education unit must develop a medium-term work plan and an annual work plan. A medium-term work plan that describes the goals to be achieved within four years related to the quality of graduates to be achieved and the improvement of components that support the improvement of the quality of graduates. An annual work plan stated in the School Activity and Budget Plan that is implemented based on the medium-term plan. The Principal together with the stakeholders at the school developed this program. The school work plan is made and implemented with the aim of being a reference for the principal in running the wheels of education at school to achieve quality education, to produce students with character [10], in accordance with the objectives of National Education, namely to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [11].

METHODOLOGY

This research method is a document study of education report card data with the following stages:

C. Identification

The initial stage is the identification process. The researcher selects and determines the problem at hand. The problem at hand was identified from data downloaded from the Education Report Card. The data referenced a list of prioritized indicators that were determined to be the problem being intervened.

The identification stage is carried out to select and determine the problems that will be solved in one planning period. The identification stages are:

1. Downloading the results of the Education Report Card in the form of a Microsoft Excel file from the Education Report Card platform.

2. Studying the indicators contained in the Education Report Card download file, including: indicator name, score, label, and color. By looking at the score and color of each indicator, whether it is a level 1 or level 2 indicator, researchers make a list and map the indicators that are still problematic or are below the achievements.

3. Indicators that are problematic or below achievement are marked with a red or yellow column. The results of problem identification at this stage are entered into the "problematic report card indicators" column on the Identification Form.

4. Next, the researcher selected the indicators to be intervened by considering the priority indicators and problematic indicators that were entered into the recommendation priority form (which was obtained from the download of the Data-Based Planning recommendations).

D. Reflection

The researcher conducted self-reflection and found the root causes of the challenges faced, then the researcher conducted an analysis to find the root causes.

E. Fix

The stage that researchers take after finding a problem is fixing it. At this stage, researchers plan programs and activities that will be carried out to overcome the root of the problem.

At the fixing stage, researchers recommend programs or activities to address the problems that emerged at the identification and reflection stages. The details of the fixing stage are as follows:

1. from the **root cause** column, researchers determine programs and activities that can solve the identified root causes.

2. In the column for determining **programs and activities**, researchers refer to the example of programs and activities formulated by the Ministry of Education, Culture and Research.

RESULTS

The following are the results of the education report card, which are explained through images for each dimension:

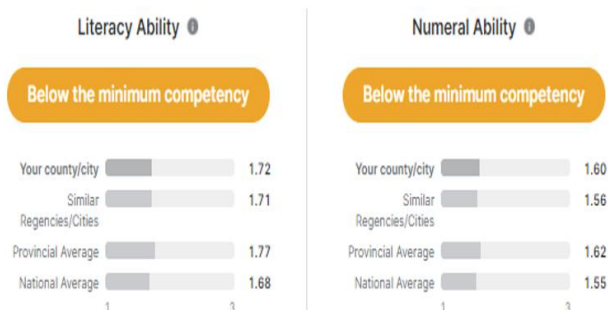*Dimension A: Quality and Relevance of Student Learning Outcomes*

Fig. 2. Literacy and Numeral Ability

Literacy and numeracy competencies are low or below Minimum Competencies. (1.72 and 1.60)

still below the ideal or minimum condition.

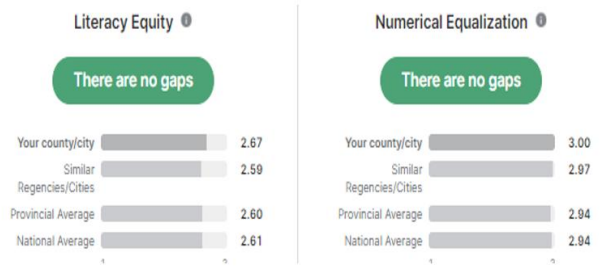*Dimension B: Even distribution of Student Learning Outcomes*

Fig. 3. Literacy and Numerical Equety

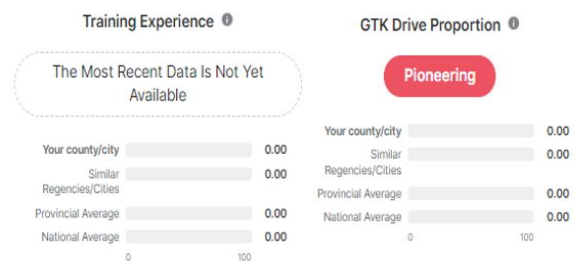*Dimension C: GTK Drive Proportion*

Fig. 4. GTK Drive Proportion

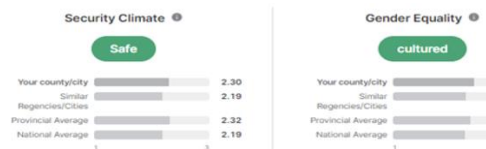*Dimension D: Security and Inclusivity Climate in Education Units*

Fig. 5. Security and Inclusivity

Dimension E: Participatory, Transparent and Accountable School Management
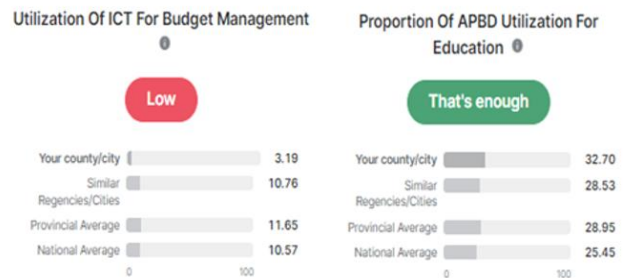

Fig. 6. Transparant and Accountable School Management

Based on the data above, it can be explained as follows:

1. Learners' ability to understand, use, reflect on, and evaluate various types of texts is not optimal. (Less than 50%).

2. Students' ability to think using mathematical concepts, procedures, facts, and tools to solve everyday problems in various types of contexts is not relevant. (Less than 50%).

Then the steps to fix it are as follows:

1. Improved qualifications and competencies for educators to meet the required qualifications and competencies.
2. Facilitation of training/seminars/workshops to strengthen the competence of Educators and education personnel
3. Establishment of a learning community.
4. Improved qualifications and competencies for educators to meet the required qualifications and competencies.

CONCLUSION

Data-based planning helps education units and local governments to make significant changes in the formulation of programs and activities. The Education Report Card can be used as the main reference in analyzing, planning and following up on improving the quality of education because the data presented is objective, reliable and integrated. In addition, the education report card also serves as a measuring tool for a comprehensive evaluation of the education system, both internal and external, which is oriented towards the quality and equity of learning outcomes consisting of five dimensions.

By identifying, reflecting and improving, the root causes of problems in improving the quality of education will be revealed from the education unit level to the district level so that the programs and activities planned are right on target.

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