

## THE URGENCY OF EDUCATIONAL REPORTS FOR DATA BASED PLANNING

**Wartoni**

Balai Penjaminan Mutu Pendidikan (BPMP) Banten  
*tonilpmp@gmail.com*

### **Abstract**

This study discusses the urgency of education report cards as an important element in data-based planning. Educational report cards have a crucial role in providing the information needed for effective decision-making in the context of data-based planning in the education sector. By analyzing and utilizing the data contained in education report cards, the planning process can be optimized to improve the overall quality of education. The data contained in education report cards is the main basis for implementing data-based planning, enabling the formulation of more targeted and effective policies to improve the quality of education. The method used in this study uses a qualitative approach with a literature study method. This study reveals the importance of education report cards in a data-based planning system as a key element to support the preparation of plans and strategies that are more efficient and oriented towards improving and increasing the quality of education.

**Keywords:** Educational Reports; Data Based Planning

### **INTRODUCTION**

"Merdeka Belajar" is a policy initiative introduced by the Indonesian government through the Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Makarim in 2019 as an effort to reform the education system in Indonesia. According to him, "Freedom to Learn" is Freedom to think. The independent learning paradigm is to respect the occurrence of changes in learning in various educational units in Indonesia (Hendri, 2017). Merdeka Belajar is a revolutionary initiative in the realm of formal education that aims to give students freedom in the learning process. This concept allows teachers to provide space for each student to grow and develop according to their uniqueness because of the differences in talent and potential of each individual. The role of the teacher in this case is as a motivator and companion for students so that they can learn with joy and without pressure, with a focus on developing the skills that each student naturally possesses (Sihombing et al, 2021).

The current independent learning policy, since its publication, has reached its 26th episode, where these episodes include policies for primary and secondary level education and also tertiary education. One of the independent learning policies for primary and secondary education levels is related to the Indonesian education report card which was published in the 19th episode. Education Report Card is a platform that provides report data on the results of education system evaluations as an improvement on previous quality report cards. The new education system evaluation policy places

greater emphasis on orientation towards educational quality and an integrated system (Kemdikbud RI, 2022).

The existence of educational report cards for educational units and regions has significant benefits which can be useful for improving the learning process in educational units and for regions in designing effective education quality improvement programs. Therefore, education report cards can act as a very important evaluation tool so that educational units and regions can prepare plans for improving the learning process based on real data. This data can of course be the basis for carrying out plans to improve the quality of education or what the Ministry of Education and Culture calls Data-Based Planning/PBD. In planning data plays an important role in helping more effective planning and enabling educational institutions to make more informed and targeted decisions.

The use of education report cards by educational units and regions as material for data-based planning requires a structured and comprehensive approach. The Ministry of Education and Culture, or through its technical implementation unit, in this case, as the initiator of the independent learning policy, including the education report card policy, needs to provide technical guidance to education units and regions related to the implementation of data-based planning using education report cards.

Technical guidance or training from the Ministry of Education and Culture or its technical implementing units aims to assist and guide educational units and related regions to be able to implement data-based planning by utilizing the information contained in education report cards. The purpose of this technical guidance is so that they can use the information contained in education report cards to increase effectiveness and efficiency in planning management programs and improving the education system.

This study specifically examines how to optimize the use of educational report cards for data-based educational planning. With a deeper understanding of the use of educational report cards for data-based planning, it is hoped that it can help improve the efficiency and quality of educational planning in the future.

## **METHOD**

The study carried out in this study used a qualitative approach with a literature study method. Literature studies are carried out by collecting several pieces of literature that are relevant to the research topic. Documents collected in this study are articles, books, websites, or sites related to the study topic. Documents that have been selected and selected are then analyzed. The analysis used in this study uses data triangulation from Miles & Huberman which is described as follows (Primasari & Supena, 2021);

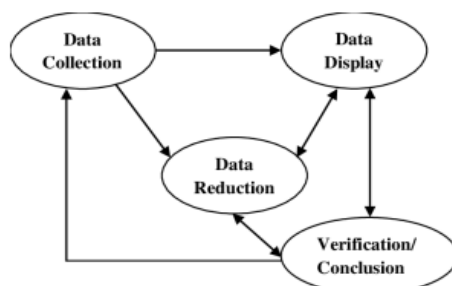


Figure 1. Triangulation Data by Miles & Huberman

## FINDINGS AND DISCUSSION

The Minister of Education, Culture, Research and Technology established the Independent Learning curriculum as a replacement for the 2013 curriculum and other education policies in a policy, namely the Independent Learning policy (Rahmadayanti & Hartoyo, 2022). The Independent Learning policy introduced by Nadiem Anwar Makarim as Minister of Education and Culture of the Republic of Indonesia is considered an innovative step worthy of appreciation to increase the quality of human resources (Muslikh, 2020). The Independent Learning Policy is an Indonesian government initiative that aims to provide freedom and flexibility for school residents in determining the course of education, both in terms of learning methods and learning processes which aim to increase student creativity, innovation, and independence. The independent learning policy issued by the Minister of Education and Culture has reached 26 episodes as of January 2024. One of the episodes of the independent learning policy issued is the Indonesian education report card (19th episode) in independent learning.

Education report cards are issued by the Ministry of Education and Culture to help education units and education offices study their respective conditions and then make improvements. This education report card presents various information regarding quality and inequality in a simple and easy to understand manner (<https://merdekabelajar.kemdikbud.go.id>). By analyzing education reports, education units, and education offices can develop targeted improvement plans. These plans may include new policies, training for teachers, and other measures to improve the quality of education. By carefully utilizing education reports, education units, and education offices can carry out effective evaluation functions and plan continuous improvements to improve the quality of education.

He calls the improvement plans that schools can carry out using education reports as data-based planning. Data-based planning is a form of utilizing data from education report cards which can be used for intervention by education units and offices regarding achievements and increasing or improving the quality of education on an ongoing basis (<https://pusatinformasi.raporpendidikan.kemdikbud.go.id>). Data-based planning has a crucial role in designing quality improvement plans at educational units

and regional levels. By integrating data obtained from multiple sources, data-driven planning enables more informed and effective decision-making.

By using a data-based approach, educational units, and regions can make more focused and precise decisions in planning quality improvements. Data provides a strong basis for identifying areas requiring special attention and ensuring that improvement efforts are based on accurate and relevant information. Some of the benefits of data-based planning as an effort to improve the quality of education include identifying needs, preparing improvement activity plans, analyzing the root of problems, and determining indicators that require special attention.

## CONCLUSION

By adopting a data-based approach, educational units, and local governments can achieve great benefits in improving the quality of education. Data can be the main pillar in making targeted and precise decisions, enabling related parties to identify the challenges faced and take more effective corrective steps. Through data analysis, education units can identify trends, student needs, and areas that require special focus, while local governments can allocate resources more wisely to support sustainable educational development. Thus, implementing a data-based approach not only provides a clearer view of the condition of education but also opens up opportunities to achieve significant quality improvements.

## REFERENCES

- Hendri, N. (2017). Merdeka Belajar; Antara Retorika dan Aplikasi. *Seminar Nasional: Jambore Konseling 3, 00(00)*, XX-XX. <https://doi.org/10.1007/XXXXXX-XX-0000-00>. <https://merdekabelajar.kemdikbud.go.id>  
<https://pusatinformasi.raporpendidikan.kemdikbud.go.id>
- Kemdikbud RI. (2022). *Buku Saku Rapor Pendidikan Indonesia*. 1–50. [https://merdekabelajar.kemdikbud.go.id/upload/file/200\\_1648811699.pdf](https://merdekabelajar.kemdikbud.go.id/upload/file/200_1648811699.pdf).
- Muslih. (2020). Landasan Filosofis Dan Analisis Terhadap Kebijakan Merdeka Belajar Dan Kampus Merdeka. *Jurnal Syntax Transformation*, 1(3), 40–46. <https://doi.org/10.46799/jst.v1i3.29>
- Primasari, I. F. N. D., & Supena, A. (2021). Meningkatkan Kemampuan Membaca Siswa Disleksia Dengan Metode Multisensori Di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1799–1808. <https://jbasic.org/index.php/basicedu/article/view/1055>.
- Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7174–7187. <https://doi.org/10.31004/basicedu.v6i4.3431>
- Sihombing, A. A., Anugrahsari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka Belajar in an Online Learning during The Covid-19 Outbreak: Concept and Implementation. *Asian Journal of University Education*, 17(4), 35–48. <https://doi.org/10.24191/ajue.v17i4.16207>