Implementation of Education Report Cards in the Preparation of School Account Documents

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ABSTRACT

The purpose of this study is to discuss the Implementation of the Education Report Card in the Preparation of School Account Documents, the conclusion of this paper is that the Education Report Card is one of the programs of the Merdeka Belajar curriculum issued by the Ministry of Education and Culture in the 9th episode which is said to be an improvement on the Education Quality Report Card. Of the many types and sources of data needed in the implementation of this activity, it is certainly possible that there will be obstacles in the final assessment process in the Education Report Card which then disrupts the implementation of the preparation of the RKAS which is very dependent on the results of the Education Report Card. Therefore, before actually implementing and maximizing the use of the Education Report Card, it is necessary for the government to maximize the previous education data collection program or system that has been running so as not to interfere with the implementation of the next program. The government must focus more on providing professional resources for each educational institution that plays a role in data management, to providing adequate facilities for the implementation of each data collection program.

INTRODUCTION

Education is the main bugbear that is considered most responsible for a better future for society. Education is an effort to build and improve the quality of the next generation of the nation, it must be realized that education is something that is very fundamental for every individual, the existence of education cannot be ignored especially in entering an era of increasingly tight, sharp, heavy competition (Veithzal Rivai Zainal & Fauzi Bahar, 2013). Every day more and more people realize that education is a long-term investment that is very profitable in facing competition in this millennium era. From this awareness arises a sense of responsibility to support the

government in implementing education even though it starts from small things such as preparing children to go to education and supporting the existence of every program initiated by the government.

Apart from the awareness to participate and support the government in advancing education, the demands of society for the implementation of effective and efficient education in order to provide promising output and transparency of the input used are also increasing. As explained by Marcus Powell in Working Paper NO. 6 (2006) that where parents of students, they expect more from schools in terms of effectiveness and results. Pressure also comes from community groups who demand increased accountability and transparency in spending and management of education. Effectiveness and efficiency in managing input in the implementation of education, output that is in accordance with the needs of the development of the times, and transparency of both of these things will of course only be obtained with good quality education.

In maintaining and improving the quality of education, the government continues to try in various ways, one of which is by developing a curriculum that is continuously carried out in order to keep up with the development of the needs of the global community, especially the Indonesian community. The latest curriculum issued by the government is the Merdeka Belajar curriculum. This curriculum is a curriculum with an output-based education system or known as Outcome-Based Education (OBE) which is currently the main need in education management (Maman Suryaman, 2020). Furthermore, Karnakata (2015) also explained that Outcome-Based Education (OBE) is an education system that is based on educational outputs, such as the number of graduates, GPA, and graduate success rate, in other words, what is measured is the competency of graduates according to the planned achievements. However, even though the Merdeka Belajar curriculum is based on outcomes, educational input will still be considered to achieve these outcomes, especially in the curriculum development process. In the OBE system, the process itself involves curriculum structuring, assessment, and reporting practices in education that reflect learning achievements and high-level mastery rather than credit accumulation (Maman Suryaman, 2020).

The Education Report is one of the programs of the Merdeka Belajar curriculum issued by the Ministry of Education and Culture in the 9th episode which is said to be an improvement on the Education Quality Report. The Education Report is a report on the results of the evaluation of education services as an improvement on the Quality Report compiled by evaluation instruments and processes that focus on student learning outcomes (Guide to Using the Education Report). The existence of this program is certainly intended to support the achievement of output-based education or Outcome-Based Education (OBE). The education report card is the final result obtained from the implementation of Data Management in the program, which will later become

data in Data-Based Planning (PBD as part of the education evaluation cycle. In data management in the Education Report Card program, it is obtained from education data sources that have previously been run by the government. As explained by the Director of Elementary Schools, Dra. Sri Wahyuningsih, M.Pd (Monday, June 6, 2022), where the data used in the Education Report Card for PBD comes from various data sources such as the results of the National Assessment (AN), Basic Education Data (Dapodik), Emis and Simpatika, BPS survey results, and others.

The regional education report is an education report to assess the performance of the regional government in providing education services in each region. Meanwhile, the national education report is an education report to assess the performance of the ministry in implementing education development (Directorate of Elementary Schools, June 7, 2022). The results of the education report will be used by these two educational institutions, namely central educational institutions and regional educational institutions as a basis for carrying out data-based planning to improve the quality and quality of education. The results of this planning will be reflected in the RKT or RKAS (School Activity and Budget Plan) every year.

Although the Education Report Card program is said to be very beneficial for educational planning in improving the quality of education, it does not mean that there are no obstacles in its implementation. Waiting for the results of the Education Report Card in order to carry out RKT activities and RKAS documents every year will certainly have the potential to hinder its preparation. This is because so much data is needed and processed in the process of determining the Education Report Card value for each school and educational institution, both regional and central, which will be used in Data-Based Planning (PBD) for the two levels of institutions. It is possible that there will be delays in filling out Dapodik by several schools, or the possibility that the survey results from BPS are not adequate as a data source. Therefore, it is necessary to maximize the existing education data collection program which is the source of PDB data, before the Education Report Card is actually used. The government must focus more on providing professional resources for each educational institution that plays a role in data management, to providing adequate facilities for the implementation of each data collection program.

Discussion
Independent Learning Curriculum
The Merdeka Belajar Curriculum is one of the educational programs initiated by the Minister of Education and Culture since his official inauguration on October 23, 2019, namely Mr. Nadiem Makarim. Kusmaryono (2020) in his writing explained that in the speech he gave about the background of the preparation of this curriculum was due to public concern about the existence of the National Examination which has been

implemented for a long time at every level of education, both elementary and high school. The existence of the program is considered not to provide significant benefits to the course of education, but instead burdens the education budget, burdens students as well as schools and their teachers. One of the most disturbing cases of the existence of the National Examination is where there are several schools with students whose grades have been determined in advance, even before the exam is held.

Based on the main concerns mentioned above, the formation of the Merdeka Belajar curriculum will focus on several things, namely, first, the termination of the obligation to implement the National Standard School Examination, and only handed over to the school. Then in this curriculum, the official National Examination program was abolished and replaced with the National Assessment or Minimum Competency Assessment (AKM) and character survey. There is a replacement of the type and number of components in the Learning Implementation Plan (RPP) where the initial number of 13 became only 3 components. Finally, the New Student Admissions (PPDB) activity which is carried out with a proportional orientation (Kusumaryono, 2020).

On the official website of the Ministry of Education and Culture, several programs that will be implemented in the Merdeka Belajar curriculum are listed. The program continues to grow and develop according to needs, which to this day has totaled 11 programs. The elimination of the National Examination was the first program implemented, then continued with the BOS fund policy adjustment program, the Moving Organization Program, Moving Teachers, Moving School Program, Center of Excellence Vocational Schools, Expansion of the Education Management Institute Scholarship Program, Safe Shopping Schools with SIPlah, Merdeka Curriculum and Merdeka Belajar Platform, Acceleration and Funding of Education Units in 2022, and finally to the Merdeka Belajar Season-19 Program, namely the Education Report.

Education Report

The Education Report Card is one of the programs of the Merdeka Belajar Curriculum launched by the Ministry of Education and Culture on Friday, April 1, 2022. On that occasion, Dra. Sri Wahyuningsih, M.Pd as the Director of Elementary Schools explained that the 19th Merdeka Belajar Episode on the Education Report Card that had been launched, namely selected indicators from the education profile that reflect the priorities of the Ministry of Education, Culture, Research and Technology, and consists of regional education report cards and national education report cards. This report card is intended for central and regional educational institutions, where for regional education, the education report card is used to assess the performance of the regional government in providing education services in each region. Meanwhile, the national education report card is an education report card to assess the performance of the ministry in implementing education development. In understanding the goals and

objectives of the Education Report Card program, it will be clearer if we look at the chart that has been made by the Ministry of Education and Culture as follows:

From the chart we can see that the Merdeka Belajar curriculum is a curriculum that is oriented towards achieving quality education for the entire community. Families, teachers, educational institutions, the business world/industry, and the community here are the people who will benefit from the existence of a curriculum that encourages the success of education, both directly and indirectly, both in the form of output and outcomes. In addition to being people who get results, both families, teachers or other communities also play a role as providers of input in supporting the success of the implementation of the curriculum in education. In achieving quality education, planning is needed for the input that has been provided and the activities that want to be carried out as a process to get there. The planning process as a meaningful activity that is oriented towards improving the quality of education (Ministry of Education and Culture of the Republic of Indonesia). In carrying out planning, the government needs accurate data, where the data will be useful for advancing the quality of education which is driven by three factors, namely increasing the participation rate in education at each level of education, especially higher education, increasing student learning outcomes, and achieving equitable distribution of education. The data obtained will be processed into a Data-based planning system (PBD) which will then be input into the Education Report Card both regionally and nationally.

Data Driven Planning (DDP)

Planning is an activity that is carried out continuously to find or consider alternatives for the most effective and efficient use of resources to achieve goals (Conyers et al., 1984). Ginting et al. (2016) in his book explain that there are two theories that both define good planning. The first theory states that good planning is planning

that is carried out with reference to accurate data, observation results and experience or evaluation results from the implementation of previous activities. The second theory is a theory that seems more general, where it is stated that good planning is planning that involves the community in it and does not specifically mention what must be obtained from the community. Although these two theories have differences, in essence they remain the same, namely obtaining something that can be processed to carry out planning or simply in planning we need data obtained from relevant methods and sources, be it from the community, with observation techniques, etc. Planning that emphasizes the existence of data to be processed is called data-based planning (PBD).

Data-Based Planning (PBD) PBD is an activity that plays a very big role in the implementation of the Merdeka Belajar curriculum, especially in the Education Report program, where in this program the data collection process will be carried out up to the processing point so as to obtain final results that can be used to carry out educational planning. Data-based planning is a continuous and integrated process in the education unit planning cycle (Kemendikbud RI). Data is the most important thing for PBD. Without data, both raw data and data obtained from previous evaluation results, this program clearly cannot be run.

As previously explained, in planning, the government needs accurate data, where the data will be useful for advancing the quality of education which is driven by three factors, namely increasing the participation rate in education at each level of education, especially higher education, increasing student learning outcomes, and achieving equitable distribution of education. Based on this statement, of course, the government will be more careful in obtaining data. The data used in PBD comes from various data sources such as the results of the National Assessment (AN), Basic Education Data (Dapodik), Emis and Simpatika, BPS survey results, and others (Kemendikbud RI). All of this data must be obtained so that the Report Card Value can be produced from data management in PBD by the relevant government agency, namely the Ministry of Education. From the various data needed, it is clear that many institutions are involved outside of educational institutions. Educational institutions themselves, which are the main consumers who directly use the results or output of the Education Report Card in the Ministry of Education and Culture's Education Unit Data-Based Planning Training Materials Handbook, state that they only need to carry out a National Assessment and then input the results, fill in Dapodik and there are no additional forms to be filled in.

Education Report in the preparation of RKAS Documents

Schools are the smallest educational institutions in the scope of education, which of course are also the institutions that feel the most about the existence of the Education Report. The results of this Report will directly affect all components of the implementation of education in schools, especially in terms of planning. The results of

the Report will be considered in the preparation of the Medium-Term Planning (RKJM) which continues to the Annual Planning (RKT) and culminates in the preparation of the School Activity and Budget Plan Document (RKAS).

At the beginning of the discussion it was explained that although the Education Report program is said to be very beneficial for educational planning, it does not mean that there are no obstacles in its implementation. Waiting for the results of the Education Report in order to carry out RKT activities and RKAS documents every year will certainly have the potential to hinder its preparation. So much data must be prepared in the Data-Based Planning (PBD) activity process to produce Education Report scores, including data from the National Assessment (AN), Basic Education Data (Dapodik), Emis and Simpatika, BPS survey results, and others (Ministry of Education and Culture of the Republic of Indonesia). From the many types and sources of data, it is possible that there will be obstacles in the final assessment process in the Education Report which then disrupts the implementation of the preparation of the RKAS which is very dependent on the results of the Education Report.

Schools themselves play a role in providing data in two education data collection systems, namely National Assessment data and Dapodik. Schools that are the main consumers of the Education Report results are not necessarily able to properly provide data sourced from them. In the provision of National Assessment data, in a study conducted by Nanda Novita et al. (2021) on National Assessment (AN): Knowledge and Perception of Prospective Teachers, it was found that overall it can be concluded that prospective teachers' knowledge of the AN implementation system is still inadequate. Prospective teachers are the next successors who are expected to feel the existence of the National Assessment for longer if this policy does not change again. However, from the results of this study, inadequate knowledge of the existence of AN will certainly affect the implementation and data collection. The management and input of Dapodik data itself can be said to be optimal, this is because this system has been running by schools for a long time. Dapodik data management in schools is carried out by an operator or educator who is specifically for this job. In this case, based on research conducted by Chandra Lesmana et al. (2016), it was stated that: The average level of understanding of school operators regarding the Dapodik application conducted through interviews is classified as good. However, even though the provision of Dapodik data is maximized, we cannot ignore other data, all of these data become one unit when processed into an Education Report. Therefore, before actually implementing and maximizing the use of the Education Report, it is necessary for the government to maximize previous education data collection programs or systems that have been running so as not to interfere with the implementation of subsequent programs. The government must focus more on providing professional resources for each educational institution that plays a

role in data management, to providing adequate facilities for the implementation of each data collection program.

CONCLUSION

The Education Report is one of the programs of the Merdeka Belajar curriculum issued by the Ministry of Education and Culture in the 9th episode which is said to be an improvement on the Education Quality Report. Of the many types and sources of data needed in the implementation of this activity, it is certainly possible that there will be obstacles in the final assessment process in the Education Report which then disrupts the implementation of the RKAS preparation which is very dependent on the results of the Education Report. Therefore, before actually implementing and maximizing the use of the Education Report, it is necessary for the government to maximize the previous education data collection program or system that has been running so as not to disrupt the implementation of the next program. The government must focus more on providing professional resources for each educational institution that plays a role in data management, to providing adequate facilities for the implementation of each data collection program.

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