Utilization of the Education Report Card as Data-Based Planning in Primary Schools

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Abstract

Utilization of Education Report Cards as Data-Based Planning in Primary Schools is an important document that contains information about the development and learning achievements of students at school. In the context of data-based planning in primary schools, report cards can be used as a rich source of information to analyze needs, develop programs, and make appropriate decisions. This study aims to examine the utilization of report cards as data-based planning in primary schools. The method used is mixed methods by analyzing report card data, interviews and documentation in three primary schools. The results showed that report cards can be utilized as a data source to: Identifying student learning needs based on competency achievements; Developing learning programs that are in accordance with student needs; Evaluating the effectiveness of learning programs that have been implemented; Making strategic decisions to improve the quality of education in primary schools. Utilizing report cards as data-based planning can help primary schools make more informed, effective and accountable decisions. This can contribute to improving the quality of learning and student achievement.

Keywords: education report card, data analysis, primary school

INTRODUCTION

Educational factors affect a nation's progress, including efforts to create and improve human resources (HR). Human resources are a critical component of national development, and development cannot succeed without the availability of sufficient and high-quality human resources. According to Law Number 20 of 2003's definition of national education, this is to cultivate the skills and mold the culture and character of a respectable country in order to educate the people living in that country (Priansyah & Arisandy, 2023).

To construct an ideal education management information system, building information support for education management in schools is necessary. This system can be used to reflect the school's instructional information strategy and allows for step-by-step planning and implementation, which guarantees close collaboration amongst stakeholders. This management information system can be very beneficial to the school's external communications, staff training, social services, research, and teaching (Jian & Huang, 2023).

A nation's progress can be greatly aided by education, which also serves as a way of fostering national character and interpreting the principles of the constitution. An intelligent society will gradually create independence by offering an intelligent subtlety to life. A nation's society of this kind makes a significant contribution to its economic, political, social, and cultural development. Clear guidance on the direction of established rules and a framework for an education delivery system are necessary to produce high-quality education that can help people become intelligent and independent (Priansyah & Arisandy, 2023).

For a considerable amount of time, data-based planning has been utilized in a variety of disciplines. But it wasn't until the end of the 20th century-particularly with the advent of information technology-that the use of data for detailed planning began to gain traction. This was because data became easier to distribute, store, and analyze. Data-driven planning was first limited to usage by educational institutions or schools with adequate resources for data collection and analysis. However, as information technology becomes more accessible, data-based planning is beginning to be employed globally by educational institutions such as schools (Nurzen, M. S., 2022).

As stated in (Sahira, 2023) maintained that planning is the process of establishing organizational objectives, formulating plans for organizational work activities, and developing strategies to meet those objectives. Critical thinking abilities are one of the life skills that are improved by the education that is now used in Indonesia (Ministry of Education and Culture, 2018). The curriculum includes critical thinking abilities as necessary learning objectives for students from elementary school through college (Nugroho, P.B, 2021). If a decision can be made effectively and efficiently, it might be considered of high quality. The process by which a decision is made affects how effective organizational goals are. It is possible to accomplish organizational goals when decisions are made with excellence. Leadership and decision-making are strongly associated (Wati, A. F., & Agustina, I. F., 2022).

Education is an effort to humanize humans, elevate human dignity so that humans can recognize each other. According to Ajeng, education is the main support in the nation's progress. The nation's progress can be measured from the quality and existing education system (Hamzah, 2024). Leadership and management systems are intimately related to decision-making. A leader's decisions and policies are what others see. Good leaders are capable of formulating appropriate policies and choices. Only when its leaders are able to make the correct choices and assign members of the organization to certain roles will the organization be able to function.Hayati et al., 2021).

Group decision-making has several advantages, such as that decisions can be made quickly without having to wait for approval from other members, reducing the lapse of opinion, and making it possible to avoid mistakes in decision-making (Sitanggang and Sibagariang, 2019). On the other hand, group decision-making has the disadvantage that while leaders have the advantage, they must also take action (Sitanggang and Sibagariang, 2019). Leaders of educational institutions will also be held responsible if mistakes are madein decision-making.

Different decision-making models provide a framework to analyse the situation, regard likely solutions, and eventually lead to an informed decision. They also suggest a range of approaches to making effective decisions based on the context of the decision and alternatives that influence it. Relying on decision-making models to make structured decisions facilitates making appropriate decisions to a great extent and may decrease the probability of failure. Getting to know different decision-making models helps decision-makers to get equipped in making appropriate decisions when there is a range of different options (Taherdoost, H. & Madanchian, M., 2023).

DBDM is a process of gathering data about how students are progressing toward specific goals in academic or behavioural performance. This includes identifying the current and desired levels of performance, implementing an evidence-based intervention, regularly monitoring progress toward meeting that goal, and modifying the intervention as necessary. This is an iterative process rather than a few steps to follow through once. DBDM is a process that can be implemented at all levels from entire districts to individual students. While staff at the school district and individual school levels should use data to inform their decisions about how they

educate and support the academic and social-emotional development of their students, this article will focus on DBDM as it relates to individual students with exceptional needs. (Wilcox, G. et al., 2021).

Data-Based Decision Making (DBDM) focuses on using data to meet predetermined goals, such as student learning outcomes and achievement Schildkamp and Kuiper provided the following definition of DBDM: "systematically analysing existing data sources within the school, applying outcomes of analyses to innovate (e.g., genuine improvement actions) and evaluating these innovations." DBDM can occur in the classroom, at the school, and with the individual student. The review focuses on DBDM for students and teachers in the classroom. Many educators throughout the world are under pressure to be more accountable, and as a result, they are expected to use data to guide decisions about instructional practices in the Improved student learning and accomplishment can result from teachers using DBDM efficiently (Schildkamp, 2020).

Both qualitative and quantitative data, such as organized classroom observations and periodic assessment results, are gathered systematically and formally for use in Schildkamp, 2020's DBDM (Schildkamp, 2020). When investigating ways to enhance learning outcomes, DBDM frequently looks to (standardized) assessment findings as a valuable source of data. On the other hand, more regularly available data have garnered more attention in recent years since they make it possible to closely track students' progress. According to (Dodman, et al., 2021), these kinds of data include structured observations from regular classroom practice, homework assignments, and assessments that are integrated into the curriculum.

A systematic procedure, database data management (DBDM) typically begins with an objective, which is frequently to close the gap between the student achievement levels as of right now and as of wanted. All of the children in a teacher's classroom should have quantifiable goals. Instructors must then gather information to identify potential reasons for this discrepancy. To identify steps that can be made to close the gap, including altering instruction, these data must be examined and understood. To assess the efficacy of these instructional modifications, further data must be gathered (Schildkamp, 2020).

Another challenge relating to collaboration was the question of what will happen after the projects are finished and the need for some form of continued supervision. 'In the future, it would be really good to have someone who leads us in the research; it will be difficult in the teacher groups to do it ourselves due to lack of time and heavy workload' (Lead teacher reflection). (Bergmark, U., 2023).

In the realm of education, report cards are still a relatively new concept. Education report cards are derived from national exams that evaluate the standard of Indonesian learning environments (individual schools) as well as the quality of instruction in reading, numeracy, and character development. The objective is to guarantee that every student has a first-rate educational experience while expediting the system's transition (Syamsudin & Harianto, 2023).

Teachers must be skilled in gathering a range of data since students have different learning styles and require a range of options to demonstrate their understanding. In fact, learning, grades, test scores, retention, and graduation have all been linked to student engagement, including behavioral, affective, and cognitive engagement (Beck J.S., &Nunnaley D., 2021).

Utilizing data from the Report Card platform Education as a means of unit intervention, as well as information from government and education departments regionally regarding the quality and accomplishments of education, data-driven planning seeks to improve education in a sustainable manner. The goal of data-based planning (DBP) is to enhance system performance and budgetary allocation while facilitating accountable and tangible administration of educational institutions. In addition, the planning data based (DBP) sheet that can be downloaded from the Educational Report Card platform is tailored to the needs of educational units by identifying problems that arise from self-evaluation of the result data. This, in turn, encourages educational and service units to improve their education by preparing achievement improvement activities based on the findings of identification and reflexes. Materials on how to read the quality report according to the value attained are provided to schools. There are four colors on the quality report: red, yellow, green, and blue. Once you know how to go about evaluating quality reports, you may

carry out an IRB by identifying the problem's fundamental cause and fixing it. The first step towards mastering the problem an object is in is problem identification, whereby we can identify a certain entanglement as a problem. Introspection Is Teachers can benefit from using reflection as a procedure to research and implement better teaching methods. Enhance, enhance educational unit data programs and activities that can address the issue at its core have been discovered (Fauzi, 2023)

The following articles concentrate on various facets of the data-driven decision-making process, occasionally emphasizing teamwork. In their 2020 study, Datnow, Lockton, and Weddle investigate how educators use data and indications of students' thinking to guide lesson design and delivery. They investigate how teachers spot and correct misconceptions in students' thinking and learning by gathering data on students' thought processes. The writers also discuss the significance of teacher capacity, or the ability of educators to interpret data and incorporate information from various sources into their instructional strategies (Mandinach E.B., & Schildkamp K, 2021)

Data-driven planning is a way to use the data in the Education Report Card platformfor unit, agency and local government interventions on education quality and outcomes. The goal of PBD is to achieve continuous improvement and enhancement of education quality. Data-driven planning (DBP) is designed to increase budget spending and improve education unit management systems that are effective, accountable and concrete. It can alsobe adapted to the needs of education units or offices based on issues found on the Rapor education platform.

The Rapor education platform then encourages education units andoffices to improve their systems through the use of methods such as Identify, Reflect and Fix (IRB), the three basic steps of the Data-Driven Planning process. Data-driven planning (DBP) is conducted at the local government and education unitlevels and uses the education unit budget to improve education quality. EBD is divided intotwo, namely: Data-Driven Planning in Primary and Secondary Education (Dikdasmen) andEarly Childhood Education (PAUD). To improve the quality of education, schools should use Data-Based Planning (DBP)to plan targeted programs and procurement. In developing PBD, schools should consider the five dimensions of the education report card: 1. Output, the quality of students' academic achievement Dimension A indicates the quality and relevance of student learningoutcomes, and Dimension B indicates educational equity. 2. Process and the quality of thestudent learning process. Dimension D is the quality and relevance of learning. 3. Input, thequality of human resources and schools Dimension C shows the competence and performance of PTK, and Dimension E shows active, honest and accountable school management.
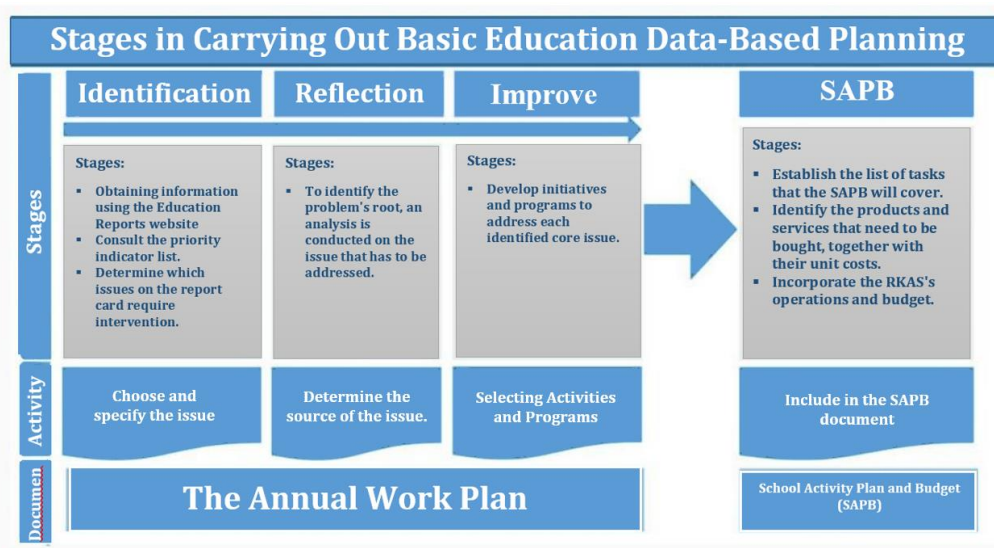

Figure 1. Stages in Conducting Data-Based Planning in Dikdasmen

Over the years, data-driven planning has been used in various fields. However, in the late 20th century, the use of data for intensive planning came into vogue, especially after the information technology revolution that made it easier to store, analyze, and exchange data. Initially, data-driven planning was only used by educational institutions that had sufficient resources to collect and analyze data, but as access to information technology increased, data-driven planning began to be used by many people around the world (Kurilovas, E., 2020).

Data-driven planning can be used to make better decisions in the planning process by collecting, analyzing and using data. In the field of education, it can assist educational institutions in determining how best to improve the quality of their education (Nurzen, M. S., 2022). In the independent learning policy, education units must be transformed to support student growth, foster a culture of data-based reflection, improve students' basic skills such as literacy, numeracy and character, and create a safe, comfortable, fun and inclusive learning environment.

Reporting data regarding the evaluation results of the education system is provided through the newly released Education Report platform. Previous quality reports aimed to drive improvements in the education sector, and this platform is an improvement. To drive improvements in development quality, the use of educational data is essential. Data is essential for decision-making and planning of education units (Schildkamp et al., 2020). Research has shown that using data in decision-making can improve student achievement(Schildkamp et al., 2020). Education units can use data and information about school conditions to change learning systems, address ineffective programs and improve school functioning in terms of services and quality improvement efforts.

Planning is a very important management part of school operations. Program planning is an important part of management that makes it possible to define some goals and set a trajectory for organizational performance. Program outcomes depend largely on how planning is done. It is also very important to find the means and approaches needed to achieve those goals. In the planning function, it is crucial for managers to review and assess various alternative plans before making a final decision on what to do. Educational planning will provide a clear direction for the organization of education. It will enable education to run more quickly, effectively, and efficiently (Musakirawati, et al., 2023). To effectively participate in the planning process, it is imperative to have an extensive database that includes pertinent information about the current, current and future state of education (Rijal, 2023).

The Education Report Card is a broad platform that aggregates and provides integrated and easily accessible data results on the academic performance of educational institutions, including national evaluations. The platform was created to help schools and local governments identify education problems. The goal is to become a repository of data- driven insights that enable stakeholders to create more suitable education reform plans.

An education profile is a comprehensive evaluation of education services conducted to evaluate the education system with the aim of improving education services. The education report card serves as an indication of the education profile and is aligned with the priorities set by the Ministry of Education, Culture and Technology. The purpose of the report card is to evaluate the overall performance of regions and education units. By comparing the values of indicators over different time periods, education is obtained. A web-based tool called the Education Report Card Platform allows access to the Education Profile and the Education Report Card. Learning account holders designated by their respective authorities can access the Education Report Card Portal.

Schools use Profile education for data-driven planning. In Figure 1, the data-based planning method is shown. Profile education was created using the instruments for service evaluation. Educational institutions in this case, schools and the local government will conduct an internal review through reflection. On the other hand, the reflection exercise also took into account the external evaluation, which included accreditation, school performance evaluations, and local government performance evaluations. The school will develop a plan for improving the quality of instruction, which will be followed by its execution. In an effort to continuously improve, this phase is repeated (Herwanti, et al., 2022).

METHODS

As this research aims to gain a comprehensive understanding of a phenomenon, the use of mixed methods can be an effective approach. Mixed methods involve the integrated collection and analysis of quantitative and qualitative data. One strategy that can be applied is to combine secondary data analysis, interviews and documentation studies. Secondary data analysis, such as report card data, can provide an overview of school conditions. In-depth interviews with principals can dig up more detailed information and obtain subjective perspectives from participants. Meanwhile, documentation studies, such as policy reviews or organizational archives, can enrich contextual understanding. By combining these three approaches, researchers can obtain complementary data, resulting in a more comprehensive, accurate and meaningful analysis. Careful use of mixed methods can provide a more holistic understanding of the phenomenon under study and produce more robust and reliable findings.

According to (Huyler, D., 2019), the identification of intentionally selected locations or individuals is part of the qualitative data collection process. Respondents are selected because they are relevant and in accordance with the data needed by the researcher. SDN 1 Kadengan, SDN 2 Gembyungan and SDN 3 Wulung are the subjects of this study. These three schools were chosen for the study because one of them is in a rural area, another is in a hard-to-reach area, and the other is in the subdistrict center.

Secondary data on the education report card was taken from MoEC's education report card platform, which was accessible in May 2023, and used by schools to develop programs. There were interviews and direct observations with school principals. The interview process used open-ended questions, allowing participants to answer more than one question. The questionnaire questions were based on a modification of the previous questionnaire questions, covering aspects of the respondents' knowledge of the report card, their ability to translate the elements in the report card, and finally, ideas for building a program based on the analysis of the report card data.

RESULTS AND DISCUSSION

Analysis of education report cards and PBD at SDN 1 Kadengan

Students at SDN 1 Kadengan have good literacy skills, according to data collected from the education report card platform. Most students meet the minimum competency threshold in reading. From 75 in 2022 to 82.35 in 2023, there was an increase. In addition, these students' literacy skills are divided into several components. In terms of the ability to read informational texts, learners have the ability to understand, use, reflect and evaluate informational texts (non-fiction) with a score of 82.35, which is a good category.

Based on the data from the report card, the school is still trying to improve students' literacy by increasing teachers' literacy and improving learning competencies. The school is still in a good position. Results from the interviews show that teachers are asked to improve their literacy during the learning process. For example, by incorporating relevant and informative reading texts into the content. For learning evaluation, indicators can be improved at the knowledge and analysis levels. Therefore, higher order thinking skills (HOTS) should be included in the test. The reading resources to be spent by the school budget will also be included in the data-based program development plan. Respondents said that reading books will be added for students' reading materials to improve literacy skills.

At SDN 1 Kadengan, the numeracy indicator is at a medium level or yellow. From the education report card, it can be identified that learners' numeracy skills are improving, with the percentage increasing from 25 in 2022 up 135.28% to 58.82 in 2023. This ability relies on learners'

ability to think using mathematical concepts, facts and tools to solve everyday problems in a variety of relevant contexts. However, despite an increase of more than one hundred percent, it is still at a moderate level, or yellow color.

Priority recommendations for data-driven planning (PBD) based on data from education report cards are on numeracy indicators, the first of which is about improving Competency in the Geometry domain. Program fix: Improving GTK competencies and policies that support numeracy skills in the geometry domain. Corrective activities or concrete steps that can be taken are that the Education Unit improves the competence of GTK by studying the numeracy content of the geometry domain, the Education Unit through GTK implements learning about numbers that are closely related to students' overall geometry skills and the Education Unit facilitates policies and budgeting related to efforts to strengthen numeracy in schools.

Respondents stated that numeracy needs special attention. One way to do this is to improve teachers' skills, especially in using learning media related to the content. For example, teachers can improve their competencies by learning with their peers through the Teacher Working Group (KKG). The school will ask fellow teachers to attend and be allowed to attend KKG meetings, at least during short hours on Saturdays so as not to disrupt student learning activities.

Reflection of root causes or other indicators that affect the achievement of numeracy priority indicators is the school vision and mission. Priority Recommendation The fix program or program that can improve the achievement of the root cause indicator is improving the competence of GTK and policies that support the preparation and implementation of the school vision and mission. The inspiration for the fix activity or activities as a concrete step of the fix program is that the Education Unit improves the competence of the Principal and teachers involved in school management by learning content related to the formulation, delivery and implementation of the school vision and mission to improve the quality of learning, the Education Unit facilitates policies and budgeting to support the participatory process of formulating, delivering and implementing the school vision and mission.

Identification on the indicator School safety climate achievement is good or green, with a score of 71.57. Reflection of root causes or other indicators that affect the achievement of priority indicators School safety climate is the experience of students related to cigarettes, liquor, and drugs. Priority Recommendations Fix programs or programs that can improve the achievement of root cause indicators are Improving the competence of GTK and policies that support the prevention and control of drugs and improving the competence of GTK and policies that support the implementation of school programs and policies related to drugs. Inspiration of improvement activities or activities as a concrete step of the improvement program is that the Education Unit increases the competence of GTK by learning content related to the dangers and prevention of drugs (including liquor and cigarettes) as well as the handling of drug cases in students, the Education Unit formulates, conveys and implements the school vision and mission to improve the quality of learning by involving all school members, the Education Unit facilitates the existence of policies and budgeting to support the formulation process, Education Unit improves the competence of teaching staff by learning content related to the definition, variety of cases, and attitudes towards drugs, Education Unit improves the competence of teaching staff by learning content related to the definition, variety of cases, and attitudes towards drugs, Education Unit facilitates the existence of policies and budgeting related to efforts to improve teachers' understanding, as well as the prevention and control of drugs in schools.

The identification of the indicator of school climate of diversity is good or green, with a score of 71.85. Reflection of root causes or other indicators that affect the achievement of the priority indicator of school climate of diversity is student tolerance and equality. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is to increase the competence of GTK and policies that support the creation of an inclusive attitude. Inspiration for improvement activities or activities as a concrete step of the improvement program is that the Education Unit improves the competence of GTK by studying content related to interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit through teachers shows an attitude of acceptance and respect for the diversity of characters, backgrounds and conditions of students in the learning

process, the Education Unit facilitates policies and budgeting related to efforts to familiarize attitudes and behaviors that show respect for the diversity of characters, backgrounds and conditions of students at school.

The identification of the school's Quality of Learning indicator is good or green, with ascore of 66.94. Reflection of root causes or other indicators that affect the achievement of priority indicators of school Learning Quality is Learning Methods. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is the improvement of GTK competence and policies that support cognitive activation. Inspiration for improvement activities or activities as a concrete step of the improvement program is the Education Unit improves the competence of GTK by learning content related to interactive learning practices that are in accordance with learning objectivesand student characteristics, the Education Unit develops and implements interactive learningpractices that are in accordance with learning objectives and student characteristics, the Education Unit facilitates policies and budgeting to support interactive learning practices in schools.

Analysis of education report cards and PBD at SDN 1 Gembyungan

Students at SDN 1 Gembyungan have moderate literacy skills, according to data collected from the education report card platform. Some students meet the minimum competency threshold for reading literacy, but efforts are needed to encourage more learners to reach the minimum competency threshold. From 42.86 in 2022 to 62.5 in 2023, there was an increase.In addition, these students' literacy skills are divided into several components. In terms of theability to read informational text, learners have the ability to understand, use, reflect and evaluate informational text (non-fiction) with a score of 62.5 which is a medium or yellow category.

Based on the data from the report card, the school is still trying to improve students' literacy by increasing the competence of GTK and policies that support the competence of reading informational texts which is still at a moderate level. Results from interviews show that teachers are asked to improve their literacy during the learning process. For example, self-development related to literacy through PMM, implementation of activities to develop students' interest in reading, library empowerment. Respondents said that reading books will be added to students' reading materials to improve literacy skills.

At SDN 1 Gembyungan, the numeracy indicator is at a medium level or yellow. From the education report card, it can be identified that learners' numeracy skills are improving, with the percentage increasing from 21.43 in 2022 up 191.65% to 62.5 in 2023. This ability relies on learners' ability to think using mathematical concepts, facts and tools to solve everyday problems in a variety of relevant contexts. However, despite an increase of almost two hundred percent, it is still at a moderate level, or yellow color.

Priority recommendations for data-driven planning (PBD) based on data from education report cards are on literacy indicators, the first of which is on competence in reading informational texts. Program fix: Improving the competence of GTK and policies that supportthe competence of reading informational texts. Corrective activities or concrete steps that canbe taken are that the Education Unit improves the competence of GTK by studying content related to information text that is closely related to literacy skills in the Merdeka Teaching Platform, the Education Unit through GTK implements learning about information text that isclosely related to students' overall literacy skills, the Education Unit facilitates policies and budgeting related to strengthening literacy.

The priority recommendation for data-driven planning (PBD) based on data from education report cards is on the numeracy indicator, on Competencies in the Numbers domain.Program fix: Improving the competence of GTK and policies that support numeracy skills inthe Numbers domain. Corrective activities or concrete steps that can be taken are that the Education Unit improves GTK competence by studying self-development content to understand numbers, algebra, geometry, data, and uncertainty on the *Merdeka Mengajar* Platform, the Education Unit

through GTK implements learning about numbers, algebra, geometry, data, and student uncertainty as a whole by studying the inspiration on the *Merdeka Mengajar* Platform, the Education Unit supports policies and budgeting related to efforts to strengthen numeracy in schools.

Respondents stated that numeracy requires a great deal of attention. Improving teachers' skills, especially in using learning media related to the current content, is one way to do this. Teacher working groups (KKG), for example, can help teachers improve their skills by learning with their peers. Numeracy-related self-development through PMM Self- development related to involving parents in strengthening learning, numeracy, Self- development related to increasing the capacity of education units independently to teach numeracy effectively.

The identification of the school learning quality indicators is good or green, with a score of 67.91. Reflection of root causes or other indicators that affect the achievement of priority indicators of school learning quality is learning methods. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is the improvement of GTK competence and policies that support cognitive activation. Inspiration for improvement activities or activities as a concrete step of the improvement program is that the Education Unit improves the competence of GTK by studying content related to interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit develops and implements interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit facilitates policies and budgeting to support interactive learning practices in schools.

The identification of the School Safety Climate indicator is good or green, with a score of 72.7. Reflection of root causes or other indicators that affect the achievement of priority indicators of School Safety Climate is the experience/knowledge of student sexual violence.

Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is to increase the competence of GTK and policies that support the prevention and control of sexual violence. Inspiration for improvement activities or activities as a concrete step of the improvement program is that the Education Unit increases the competence of GTK by learning content related to the prevention and mitigation of sexual violence in the school environment, the Education Unit through GTK integrates efforts to prevent and mitigate sexual violence in schools in the learning process, the Education Unit facilitates policies and budgeting related to efforts to prevent and mitigate sexual violence in schools.

The identification of the indicator of the school's Diversity Climate is good or green, with a score of 71.21. Reflection of root causes or other indicators that affect the achievement of the priority indicator of Climate of Diversity is student tolerance and equality. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is increasing the competence of GTK and policies that support the creation of an inclusive attitude. Inspiration for improvement activities or activities as a concrete step of the improvement program is that the Education Unit improves the competence of GTK by studying content related to interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit through teachers shows an attitude of acceptance and respect for the diversity of characters, backgrounds and conditions of students in the learning process, the Education Unit facilitates policies and budgeting related to efforts to familiarize attitudes and behaviors that show respect for the diversity of characters, backgrounds and conditions of students at school.

Analysis of education report cards and PBD at SDN 3 Wulung

Students at SDN 3 Wulung have moderate literacy skills, according to data collected from the education report card platform. Some students meet the minimum competency threshold for reading literacy, but efforts need to be made to encourage more learners to achieve the minimum competency threshold. From 20 in 2022 to 58.82 in 2023, there was a significant improvement. These students' literacy skills are divided into several components. In terms of the ability to read informational text, learners have the ability to understand, use, reflect and evaluate informational

text (non-fiction) with a score of 58.62 which is a medium or yellow category.

Based on the data from the report card, the school continues to improve students' literacy by improving GTK skills and setting policies to improve the ability to read informational texts. Results from the interviews show that teachers are asked to improve their literacy during the learning process. For example, self-development related to literacy through PMM, implementation of activities to develop students' interest in reading, library empowerment. Respondents said that reading books will be added to students' reading materials to improve literacy skills.

At SDN 3 Wulung, the numeracy indicator is at a medium level or yellow in color. From the education report card, it can be identified that learners' numeracy skills are improving, with the percentage increasing from 20 in 2022 up 105.90% to 41.18 in 2023. This skill relies on learners' ability to think using mathematical concepts, facts and tools to solve everyday problems in a variety of relevant contexts. However, despite experiencing more than one hundred percent, it is still at a moderate level, or yellow color.

Respondents stated that numeracy requires a great deal of attention. Improving teachers' skills, especially in using learning media related to the current content, is one way to do this. Teacher working groups (KKG), for example, can help teachers improve their skills by learning with their peers. Self-development related to numeracy through PMM Self- development related to involving parents in strengthening learning, numeracy, Self- development related to increasing the capacity of education units independently to teach numeracy effectively. Innovation development related to learning methods, workshops to improve teachers' competence on learning methods/strategies, supervision program development, monitoring and evaluation.

The priority recommendation for data-driven planning based on data from the education report card is on the Learning Quality indicator, on Learning methods. Fix program: Improving the competence of GTK and policies that support cognitive activation. Corrective activities or concrete steps that can be taken are the Education Unit improves the competence of GTK by learning content related to interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit develops and implements interactive learning practices that are in accordance with learning objectives and student characteristics, the Education Unit facilitates policies and budgeting to support interactive learning practices in schools.

The priority recommendation for data-driven planning (PBD) based on data from the education report card is on the School Safety Climate indicator, on the Competency of students' experiences related to smoking, alcohol and drugs. Fix program: Increasing the competence of GTK and policies that support the prevention and control of drugs. The corrective activities or concrete steps that can be taken are for the Education Unit to improve the competence of GTK by learning content related to the dangers and prevention of drugs (including alcohol and cigarettes) and the handling of drug cases in students. For example: Teacher and principal training related to drug abuse, Self-development related to drug abuse through PMM, Implementation: prevention of abuse of narcotics, psychotropic substances, addictive substances (drugs), liquor, smoking, and HIV AIDS.

The identification of the indicator Climate of Diversity achievements is good or green, with a score of 66.54. Reflection of root causes or other indicators that affect the achievement of the priority indicator of Climate of Diversity is religious and cultural tolerance. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is to increase the competence of GTK and policies that support the creation of religious and cultural tolerance. Inspiration of improvement activities or activities as a concrete step of the improvement program is that the Education Unit improves the competence of GTK by learning content related to attitudes and behaviors that respect religious and cultural diversity in schools, the Education Unit through GTK integrates efforts to familiarize attitudes and behaviors that show acceptance and respect for religious and cultural diversity in schools in the learning process, the Education Unit facilitates policies and budgeting related to efforts to familiarize attitudes and behaviors that show acceptance and respect for religious and cultural diversity in schools.

The identification of the School Safety Climate indicator is good or green, with a scoreof 72.7. Reflection of root causes or other indicators that affect the achievement of priority indicators of School Safety Climate is the experience/knowledge of student sexual violence. Priority Recommendations The fix program or program that can improve the achievement ofthe root cause indicator is to increase the competence of GTK and policies that support the prevention and control of sexual violence. Inspiration for improvement activities or activitiesas a concrete step of the improvement program is that the Education Unit improves the competence of GTK by learning content related to the prevention and mitigation of sexual violence in the school environment, the Education Unit through GTK integrates efforts to prevent and mitigate sexual violence in schools in the learning process, the Education Unit facilitates policies and budgeting related to efforts to prevent and mitigate sexual violence inschools.

The identification on the Character indicator is good or green, with a score of 52.45. Reflection of root causes or other indicators that affect the achievement of the Character priority indicator is Critical Reasoning. Priority Recommendations The fix program or program that can improve the achievement of the root cause indicator is the improvement of GTK competence and policies that support critical reasoning attitudes. Inspiration for improvement activities or activities as a concrete step of the improvement program is that theEducation Unit improves the competence of GTK by studying content related to the PancasilaLearner Profile for the Critical Reasoning dimension, the Education Unit through GTK implements the Pancasila Learner Profile Strengthening Project for the Critical Reasoning dimension in learning, the Education Unit facilitates policies and budgeting related to the implementation of the Pancasila Learner Profile Strengthening Project.

CONCLUSION

The utilization of student report cards as a foundation for data-driven planning in elementary schools holds immense potential for enhancing the quality of education. Analysis of report card data can identify individual learning needs, reflect on the effectiveness of instructional programs, and serve as the basis for strategic decision-making by schools. By leveraging report cards as the primary data source, schools can design tailored learning programs, implement continuous improvements, and make more informed decisions all of which contribute to elevating the quality of teaching and learning, as well as student academic achievement.

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