

Analysis of educational report development policies on improving the pedagogy of PKBM Ar Rayyan Surabaya tutors

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Article info:

Submitted: March 18, 2024. Revised: April 1, 2024. Accepted: May 1, 2024.

Publish: May 10, 2024.

Abstract

This research aims to analyze the Merdeka Belajar development policy, especially through the Education Report Card Platform initiative towards pedagogical practices at PKBM Ar Rayyan, an educational institution that actively adopts innovation to improve the quality of learning. This policy is designed to provide comprehensive data on the achieved effectiveness of teaching methods, with the aim of not only improving the quality of teaching but also to promote the development of tutors' pedagogical competence. This research uses descriptive qualitative research methodology. Through a case study at PKBM Ar Rayyan, it was found that the Education Report Card Platform allows tutors to carry out in-depth self-evaluations, identify and adapt teaching methods to support improving the quality of learning. The platform also encourages productive discussions between tutors and creates a collaborative learning environment. Furthermore, the existence of this platform has become a motivational tool for tutors to develop themselves and adopt innovative teaching strategies. This research shows that the use of the Education Report Card Platform contributes significantly to improving the quality of education through the development of more effective pedagogical practices.

Keywords: policy, education report card, pedagogy.

Recommended citation:

Arief, H., Widodo, W., & Rosyanafi, R.J. (2024). Analysis of educational report development policies on improving the pedagogy of PKBM Ar Rayyan Surabaya tutors, *18*(1), 54–65.

<https://doi.org/10.15294/edukasi.v18i1.2581>.

INTRODUCTION

Non-Formal Education Units have the results of Education Reports which have been managed by the Ministry of Education and Culture which have the benefit of being the main reference for the basis of analysis, planning and follow-up to improve the quality of educational services in Non-Formal Education Units. Educational report cards are the only platform for viewing the results of the National Assessment of Non-Formal Education Units which are obtained from objective and reliable data sources, where reports are presented automatically and integrated and have measurement instruments for evaluating the Non-Formal Education Unit education system as a whole which is good for evaluation. internal and external.

Education report cards also function as a measuring tool oriented towards the quality and distribution of learning outcomes (output) of Non-Formal Education Units. According to Ministry of Education and Culture, 2022 Education report cards are a centralized data presentation platform so that Non-Formal Education Units do not need to use various applications and are expected to ease the administrative burden.

Non-formal education is an important pillar in the education system that complements formal and informal education (Mustangin et al., 2021). Non-formal education focuses on providing lifelong learning opportunities that are flexible, affordable and accessible to all levels of society. This type of education includes various learning programs that do not follow the formal structure or curriculum of primary, secondary or higher education, but still provide knowledge, skills and values that are beneficial for the development of individuals and society. Examples include skills courses, job training, literacy education, and community-based learning programs. Non-formal education programs focus on the development of life skills, vocational skills, and personal growth, helping participants enhance their daily abilities and job skills. These programs often emphasize practical skills and competencies that can be directly applied in real-life situations (Simac, 2019).

The concept of lifelong learning opportunities is an important pillar in non-formal education, paving the way for individuals of all ages and backgrounds to continue to hone themselves and develop (Ruhmawan, 2023). This concept breaks traditional boundaries that often associate learning only with school or college age, emphasizing that learning is a continuous process and knows no time limits. Providing opportunities for continued learning and development, regardless of age or educational background, non-formal education recognizes that an individual's needs and interest in knowledge can develop and change over time. The 21st century is an era of lifelong learning, where education occurs everywhere and at any time (Zhou, 2023). This allows adults who have long been away from formal education to return to studying, both for professional needs and personal satisfaction. Adult learning activities, known as andragogy in non-formal education, aim to help individuals achieve independence or discover their identity (Rahardjo, 2019). Adults tend to have a strong intrinsic motivation for self-directed learning, as they consciously and purposefully develop themselves according to their personal needs and aspirations (Asmono, 2023).

Meanwhile, for young people, non-formal education can be a means of exploring new skills or interests outside the strict school curriculum. Opportunities for lifelong learning through non-formal education also create space for innovation and creativity. With a lack of strict academic pressure and the freedom to choose what they learn. Individuals can more freely explore new fields they may have never considered before. This not only helps in the development of personal and professional skills, but also encourages critical thinking and innovative problem solving. Apart from that, non-formal education also plays a very important role in accommodating diverse individual learning needs, including different ways of learning and varied learning speeds.

This is important, because each person has a learning method that is most effective for him. Some may prefer visual learning, while others may benefit more from a hands-on approach. Non-formal education allows students to explore and find ways of learning that best suit their needs, increasing the effectiveness of learning (Nursam, 2008). Furthermore, non-formal education is often more accessible through online platforms, which remove geographic and physical barriers to learning. With the advent of technology, learning resources can now be accessed by anyone with an internet connection, expanding the reach of lifelong learning opportunities to broader communities, including remote areas and populations that may not have previously had access to educational resources.

A contextual approach to learning plays an important role in making learning material not only relevant but also directly applicable to students' lives. By focusing on solutions to specific problems faced by individuals or communities, non-formal education ensures that the knowledge and skills taught do not stop at theory alone, but rather have a direct and practical impact on everyday life. Contextualization of learning brings various benefits. First, this increase learning motivation because

students can immediately see the benefits of what they learn in the real situations they face. When students realize that learning material has direct applications that can solve their problems or improve the situation in their communities, they are more likely to actively engage in the learning process and apply that knowledge in practice.

Second, the contextual approach helps in the formation of critical thinking and skill of problem solving. By providing lessons designed to solve specific problems, students are invited to analyze situations, identify important variables, and formulate creative and effective solutions. This process not only improves analytical skills but also encourages innovation and thinking outside the box.

Third, this approach supports community-based learning. By focusing on the problems faced by communities, non-formal education often involves collaboration between individuals in finding solutions. This not only helps in building a sense of solidarity and social cohesion within the community but also develops effective teamwork and communication skills.

Fourth, contextual education provides opportunities for interdisciplinary learning. In an effort to solve a specific problem, knowledge and skills from various disciplines are often required. This encourages students to look at problems from multiple points of view, broadening their understanding of not just one area, but also how different areas of knowledge can interact and contribute to a comprehensive solution.

Finally, a contextual approach in non-formal education also supports adaptation and innovation in learning. By focusing on changing needs and challenges, curriculum and learning materials can be quickly adjusted to reflect those changes. This ensures that the education provided remains relevant and responsive to rapidly changing social, economic and environmental dynamics.

Adopting a contextual approach in non-formal education is not just about imparting knowledge; it's about embedding meaningful learning that directly impacts students' real lives. By aligning the lessons provided to solve specific problems faced by individuals or communities, education becomes a powerful empowerment tool, enabling students to not only understand theory but also apply it in real practice to create positive change. Contextualizing lessons brings life to teaching materials, making them more relevant and interesting for learners who may have previously felt disconnected from conventional learning processes.

By relating concepts and theories to real situations and challenges they recognize, students can see the immediate value of what they are learning. This not only increases knowledge retention but also motivation to continue learning and apply that knowledge creatively. One important aspect of contextual education is its ability to respond dynamically to changing needs and challenges faced by individuals or communities. For example, in communities struggling with environmental issues such as pollution or waste management, non-formal education programs can be designed to teach about sustainable practices, effective waste management, and environmentally friendly farming techniques. Through learning that focuses on real projects or problems, students not only gain knowledge but also become agents of change in their communities. This approach also celebrates diversity and inclusion by recognizing that each individual and community has their own unique challenges. This opens the door to personalized learning, where programs can be tailored to meet specific needs, taking into account local social, economic and cultural contexts.

In this way, non-formal education can serve as a very effective tool in raising awareness, building capacity, and encouraging active participation in finding sustainable solutions to their problems. Furthermore, implementing a contextual approach often requires a collaborative learning methodology, combining resources, knowledge and expertise from various parties, including educators, practitioners and the community itself. This creates a platform for interactive learning and ongoing dialogue, where each learner can contribute with their experiences and perspectives, enriching the overall learning process. Finally, a contextual approach in non-formal education offers an avenue for continued professional development and personal growth. By solving specific problems faced by individuals or communities, learners develop transferable skills such as critical thinking, leadership, and teamwork,

all of which are highly valuable in the modern workplace. They also gain a sense of accomplishment and satisfaction that comes from making a real difference, which can fuel a passion for lifelong learning and continuous improvement.

The effectiveness of the education report card development policy at PKBM Ar Rayyan is the main focus in this research, with crucial questions regarding its implementation and impact. To what extent has the education report card development policy been successfully implemented in this environment? Are there certain obstacles or barriers hindering the implementation of the policy, and how are the dynamics of its implementation faced by the relevant parties? Furthermore, on another important dimension, namely the pedagogical quality of tutors at PKBM Ar Rayyan. The fundamental question raised involves the impact of education report card development policies on improving the pedagogical quality of tutors. How does this policy contribute significantly to the development of tutors' competence and teaching skills? Is there a measurable improvement in their ability to provide quality education? The tutor's perception and participation are the next aspect to pay close attention to. What are the tutors' views on the education report card development policy? Are there any indications of insufficient participation on their part in adopting and implementing the policy? This analysis provides insight into the level of understanding and acceptance of the policy among tutors, as well as potential barriers that may be faced in implementing it. Finally, it is important to evaluate the Evaluation and Monitoring mechanism for the Development of Educational Report Cards at PKBM Ar Rayyan. How is the evaluation system organized to measure the impact and success of education report card development policies? Are there deficiencies in the evaluation process that could hinder understanding the effectiveness of the policy? These questions lead to understanding the organization's level of transparency, accuracy, and ability to measure and understand policy impacts.

By detailing each of these aspects, the research will provide a holistic picture of the effectiveness of the education report card development policy at PKBM Ar Rayyan, as well as potential improvements that can be proposed to improve educational outcomes and the quality of teaching at this institution.

METHOD

The research methodology used in this article is descriptive qualitative research which utilizes an in-depth and focused approach through case studies, presenting a powerful way to explore and understand phenomena in their original context. Case study is a research method used in qualitative research. In a case study, the researcher makes direct and intensive observations of a particular situation or environment, known as the "field" or "life situation." This research covers repeated situations that do not change and includes the behavior, perceptions, and experiences of individuals, groups, communities, or organizations (Sugiyono, 2017).

By focusing on collecting descriptive data involving verbal and non-verbal expressions and subject behavior, researchers can gain rich and layered insights about the subject under study. This enables a more holistic and multifaceted understanding of the research object, which is often a critical aspect in social and educational research. As a practical illustration of this methodology, the research entitled "Policy Analysis for the Development of Educational Report Cards for Improving the Pedagogy of PKBM Ar Rayyan Tutors" provides an example of effective implementation. This research explores the dynamics behind the policy of using educational report cards in a Teaching and Learning Activity Center (PKBM) and how this policy impacts the pedagogical quality of tutors. By highlighting PKBM as a specific case, this research reveals how well-designed education policies can contribute to improving teaching and learning practices.

The case study approach stands out for its superiority in covering various important aspects. One of the biggest advantages is its depth in analysis. This approach facilitates highly detailed research, paving the way for a broad understanding of distinctive complexities and nuances, which may go

undetected by other research methodologies (Sugiyono, 2013). This depth of analysis is especially critical when examining elements such as educational policy and its effects on pedagogical practice, where small details often have significant implications. Apart from that, the advantage of case studies also lies in their ability to be highly contextual. This allows researchers to immerse themselves in and observe phenomena in their native environments, thereby providing authentic and applicable insights into how policies and practices operate in real life.

This contextual approach provides added value in understanding the dynamics operating in real situations, offering a more holistic and integrated view. Flexibility in data collection is also a significant advantage of case studies. Through this approach, researchers are given the freedom to use a variety of sources and methods to collect information, ranging from in-depth interviews, direct observation, to document analysis. This diversification of data sources contributes to the construction of a rich and detailed narrative about the subject under study, allowing the researcher to capture multiple perspectives and dimensions of the case at hand. The transferability aspect of case study findings also provides added value that is no less important.

Although findings from case studies cannot always be generalized to a wider population in the same way as quantitative research, the insights and lessons learned are often relevant and can be adapted to similar situations. The ability to apply these learnings to different but similar contexts makes case study findings a valuable resource for practitioners and policymakers facing similar challenges in their fields of work. Thus, descriptive qualitative research through case studies such as that conducted at PKBM Ar Rayyan offers an in-depth and detailed perspective on how education report card development policies can significantly influence tutor pedagogical improvements. It provides a concrete example of how theory and practice can influence each other in an educational context, providing valuable insights for the future development of educational policy and practice.

Previous research that is relevant to the research that will be developed by the author includes:

Table 1. Relevant previous research

No	Title	Research variable	Research methods
1	Policy Analysis: Basic Concepts and Implementation Procedures(Simatupang, 2017)	Policy Analysis, Basic Concepts, Implementation Procedures	Qualitative Descriptive
2	Utilization of the Indonesian Education Report Card Platform for Data-Based Planning(Musakirawati et al., 2023)	Educational Report Platform, Data-Based Planning	Descriptive Qualitative
3	The Role of Teachers in Improving the Quality of Education: Important and Critical! (Diki Maulansyah et al., 2023)	The Role of Teachers, Quality of Education	Descriptive Qualitative Approach

RESULTS AND DISCUSSION

The world of education continues to develop, improving the quality of learning is a must. PKBM Ar Rayyan is an educational institution that plays an important role in providing access to education to the community. For PKBM Ar Rayyan, maintaining and improving the quality of educational services through tutor pedagogical competence is a challenge that requires a deep understanding of the various factors that influence the process.

One potential factor in improving the quality of educational services through increasing pedagogical competence is carrying out follow-up self-improvement through the use of educational report card recommendations. It is hoped that this research will be able to reveal how the use of educational report cards has an impact on the quality of educational services by increasing the pedagogical competence of tutors at PKBM Ar Rayyan.

Teaching competence is a fundamental quality that a teacher must possess, as it dictates how a teacher should act and behave during the teaching process in the classroom (Natuna, 2023). In terms of pedagogical competence, teachers are expected to master several aspects such as educational theory, principles of learning, understanding student characteristics, effective communication and interaction with students, developing student potential, and assessment skills (Zedko et al., 2017). Student perceptions are crucial for evaluating the extent of a teacher's pedagogical competence in implementing education. Students often serve as valuable sources of information for reflection because they interact directly with teachers during the learning process (Pöntinen & Rätty-Záborszky, 2020).

Currently, national education is facing various very difficult challenges, especially in efforts to prepare quality human resources capable of facing global competition. The development of quality and superior human resources also supports the nation's progress, especially in facing the current era of industrial revolution, the Indonesian nation must face competition with creativity, innovation and speed. The quality of human resources in Indonesia is currently still very low compared to other countries. One of the main factors in the low quality of human resources is of course closely related to the world of education. It is believed that the national education program designed has not been able to answer future hopes and challenges. In facing this matter, quality education is something that is very valuable and a necessity, because education plays a very fundamental role in which the ideals of a nation and state can be achieved.

Understanding Policy

In the Big Indonesian Dictionary, policy comes from the word wise, which means always using reason (experience and knowledge), being intelligent and being good at conversation. In English, policy is defined as "policy" which means plan of action or statement of aims. What is meant by policy here is a statement of ideals, goals, hopes, or principles for achieving targets. In this case, policy relates to the idea of organizational arrangements and is a formal pattern accepted by the government or institution so that they work together to achieve their goals. When talking about policy, of course our minds will focus on government and public affairs, and what will be discussed here is education policy. One of the backgrounds to the need for an education policy is the state's goals, where the state's goal is to make the nation's life smarter. Education is a human right of every citizen, and for this reason every citizen has the right to obtain quality education in accordance with their interests and talents.(Baro'ah, 2020).

Understanding Educational Report Cards

Education report cards are often referred to as quality report cards, but in real life the Ministry of Education and Culture has emphasized that quality report cards are an internal quality assurance instrument in the form of self-evaluation of educational units, where the indicators measure eight national standard achievements. The data in the Quality Report Card comes from Basic Education Data (Dapodik) and also the results of direct input by the education unit through the Quality Report Card application. Meanwhile, the Education Report Card is a replacement or refinement of the Quality Report Card, where the indicators are prepared based on educational input, process and output. In the Educational Report, educational units do not enter data directly into the instrument, but rather data is taken from existing systems, including from the National Assessment, Data Pokok Pendidikan (Dapodik), Sustainable Professional Development Management Information System (SIMPKB), Central Statistics Agency (BPS)), and other relevant sources. Education units are only required to enter data in Dapodik and then take part in the National Assessment (Ministry of Education and Culture, 2022).

One of the things that makes Educational Report Cards a significant innovation is the method which minimizes filling in data directly by educational units. Instead, the required data is taken from various existing systems, including National Assessment, Data Pokok Pendidikan (Dapodik), Sustainable Professional Development Management Information System (SIMPKB), Central Statistics Agency (BPS), as well as other relevant data sources (Wibowo, 2015). Educational report cards can be utilized in the form of Utilization of a single data source to function as a basic framework for conducting analysis, formulating strategic plans, and establishing long-term reference points to achieve progress in the field of educational quality (Musakirawati et al., 2023).

The education unit itself needs to go through a process of participation in the ANBK and learning environment survey which then becomes the basis for preparing the Education Report Card. This process has been designed to make it easier for schools to provide accurate and timely data, while minimizing their administrative burden. The Education Report Card requires educational units to take part in National Assessments and Learning Environment Surveys, which are important indicators in evaluating the effectiveness of the education provided. Evaluation of educational services, educational unit performance, and educational programs in early childhood education, basic education, and secondary education has been stipulated in Minister of Education and Culture, Research and Technology Regulation No. 9 of 2022 concerning Evaluation of the Education System by the Central Government and Regional Governments for Early Childhood Education, Basic Education and Secondary Education. The purpose of this evaluation is to provide material for making adjustments to policy and program planning in order to continuously improve the quality, relevance and governance of education delivery.

Through the Education Report, the government and policy makers can gain a more comprehensive understanding of the condition of education at the national level. This also allows them to design more targeted and sustainable improvement programs to improve the quality of education and, ultimately, increase teachers' pedagogical competence and create a generation that is better prepared to face future challenges.

The ability to collect, analyze and use data and information about school conditions is a powerful weapon in efforts to improve education. Education units have a golden opportunity to utilize this data to create positive changes in the learning system (Wang et al., 2011). By deeply understanding the situation in schools, including student achievement levels, the effectiveness of learning programs, and the challenges faced, education units can design more effective strategies to improve the quality of education. Non-Formal Education Units can identify programs that are less effective and have the potential to allocate resources more intelligently, focus on innovation, and prioritize the most important aspects of learning. Apart from that, data and information can also help schools improve services and improve overall quality. With a deeper understanding of students' needs and challenges, they can design more targeted interventions, provide appropriate supports, and create more inclusive learning environments.

Data and information are important tools that enable educational units to be more responsive to the needs of students, teachers and school communities. Before starting the learning activities, it is important to identify learning needs to meet the students' requirements. Tutors interact with students and engage in discussions to understand the needs that should be addressed during the learning process (Destiani et al., 2023). This creates a solid foundation for improving teachers' pedagogical competence and improving the overall quality of education. By using data wisely, schools can direct their efforts to achieve better results and help students reach their full potential.

Pedagogy

Teachers are a key component that significantly impacts student progress through the learning process in the school environment (Tondeur et al., 2017). Pedagogical competence is closely related to the teaching and learning process. Teaching is an activity where a teacher guides students to learn (Kirom, 2021). Therefore, mastery of pedagogical competencies must be prioritized. Pedagogical competence consists of: understanding students, learning planning, implementation, educational and dialogical learning, use of learning technology, evaluation of learning outcomes and student development (Hamrin, 2012). It is best if the teacher's pedagogical competence in teaching is good because the teacher is the central figure in the educational environment so that the transformation of knowledge and good values from a teacher can run as expected (Kurniasih, 2017).

Pedagogical competence includes broad and in-depth knowledge and skills regarding student characteristics and student psychology. In practice, teachers must master this competency to be more effective and efficient in interacting with students and can solve problems that occur with students (Sari & Noe, 2014). Teachers must also understand their pedagogical abilities as educators in managing the teaching and learning process to achieve learning objectives (Zainuddin & Perera, 2019).

Teachers need to develop themselves and must always hone their knowledge and skills regarding learning and students. Several ways that teachers can hone their skills are: diligently reading educational books, reading and writing scientific papers, following actual news from the news media, and taking part in training (Akbar, 2021).

PKBM Ar Rayyan profile

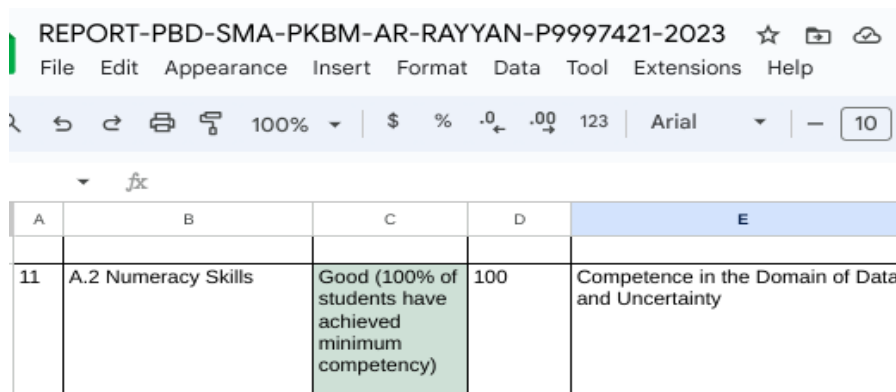
PKBM Ar Rayyan is a private non-formal educational institution founded by the Daarut Tarbiyyatil Ummah Foundation. This institution is located on Jalan Pegirian 234, Surabaya, accepts full day operating hours. This institution has 6 groups and has various facilities, such as rooms for learning activities, libraries, laboratories and other rooms. The institution also has 23,000 watts of electrical power and an internet speed of 2 Mb. PKBM Ar Rayyan also has diverse student data, including number of students, age and gender. Institutions have various types of infrastructure, such as different numbers of rooms, such as libraries, laboratories and other rooms. This institution has a regular organizational structure, with supervisors who play a role in developing educational units in managing the vocational programs that students participate in.

The real conditions from the results of the PKBM Ar Rayyan education report card for 2023 dated July 11 2023 show the following:

PRIORITY RECOMMENDATIONS FOR PBD SMA PKBM AR RAYYAN YEAR 2023							
Identification			Reflection	Rectify			
No	Issue Priority indicators that describe the quality of your educational	Achievements	Score	Root Cause Another indicator influencing the achievement of priority indicators.	Innovation Program An example program that can enhance the achievement of root cause indicator.	Inspiration for Rectification Activities Examples of activities as concrete steps of the rectification program	Rectification Reference Link
1	D.1 Learning Quality	moderate	62,94	Learning methods	Enhancing Teacher Competence and Policies Supporting Cognitive Activation	Educational institutions enhance teacher competence by studying content related to interactive learning practices that align with learning objectives and student characteristics	https://guru.kemdikbud.go.id/pelatihan-mandiri/contextualized-learning/82?utm_source=aprendidikan

Figure 1. Results of the PKBM Ar Rayyan 2023 education report card, indicators of learning quality

The results of the 2023 education report show that the quality of learning at PKBM Ar Rayyan is moderate with a figure of 62.94. The ideal condition that should be achieved is 100 as other indicators are shown in the following table:



A	B	C	D	E
11	A.2 Numeracy Skills	Good (100% of students have achieved minimum competency)	100	Competence in the Domain of Data and Uncertainty

Figure 2. Results of the PKBM Ar Rayyan 2023 education report card, indicators of numeracy ability

The figure shows that the ideal condition for student competency that must be achieved is 100%. This is in direct contrast to the learning quality indicator at PKBM Ar Rayyan which only reached 62.94. After selecting themes, topics and cases, collecting reading materials, formulating the focus and research problems, the researcher conducted in-depth interviews with all PKBM Ar Rayyan tutors with the following questions:

1. Do you know the results of the PKBM Ar Rayyan education report card for 2023?
2. What things can you find in the results of the education report?
3. What steps are you taking to improve the results of the deficiencies in the Ar Rayyan PKBM education report for 2023?
4. What is the impact of using educational report card policy recommendations on improving your pedagogical competence?
5. Are there any obstacles in improving your pedagogical competence based on data obtained in 2023?
6. What are the results of Ar Rayyan's PKBM education report card for 2024?
7. Are there any significant changes in your pedagogical competence after implementing policy recommendations for developing education report cards in 2023?
8. Will the recommendations for developing the 2023 education report card affect the results of the 2024 PKBM Ar Rayyan education report card?

From the results of the researcher's interview with the PKBM Ar Rayyan tutor, the following are the results of the PKBM Ar Rayyan education report card for 2024 on March 5 2024:

No	Indicator	Achievements	Educational Report Score 2024	Achievement Definition	Score Change from Last Year	2023 Report Score	Provincial Ranking
D.1	Quality of Learning Average score for the quality of learning includes classroom management, psychological support, and teaching methods in the learning environment survey	Good	67,84	Learning shows optimal quality demonstrated by conducive classroom atmosphere, affective support, and constructive cognitive activation from teachers.	Increased by 4.90 from 62.94	62,94	Top rank (1-20%)

Figure 3. Results of the Ar Rayyan PKBM Education report card for 2024, indicators of learning quality

Based on these results, it can be seen that the policy for developing educational report cards towards improving the pedagogy of PKBM Ar Rayyan tutors has increased by 4.9 from 2023, amounting to 62.94 to 67.84 in 2024.

CONCLUSION

The use of Educational Reporting Platforms in the development of Self-Directed Learning makes a significant contribution to educational improvement through the development of more effective pedagogical practices. Based on field data processing results, it can be interpreted that this platform allows 83.3% of tutors to carry out in-depth self-evaluation, identify, and adjust teaching methods to support improving the quality of learning. Additionally, the platform encourages productive discussions among tutors and creates a collaborative learning environment. The existence of this platform has become a motivation for tutors to develop themselves and adopt innovative teaching strategies. Research shows that developing tutors' pedagogical competence is a primary goal of the Merdeka Belajar development policy, and the use of platforms can help achieve this goal.

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