

ARKAS: Implementation of Database System for the Development of Educational Report Platform in accordance with Permendiknas No 19 of 2007

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Abstract

Provisions in Presidential Regulation No. 57 of 2021 concerning Education Standards and Minister of National Education Regulation No. 19 of 2007 concerning Education Management Standards by Elementary and Secondary Education Units set standardized indicators for education management from elementary to secondary levels. One form of indicator is the relationship between education and the quality of educational reports. However, there is an issue of weak educational quality reports that vary and often lead to bias, resulting in planning that is merely focused on



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administrative document fulfillment rather than achieving the intended goals. The research focus is on developing a platform as a solution to the Education Report based on Minister of National Education Regulation No. 19 of 2007. The research method used is descriptive qualitative to examine how the newly launched Indonesian Education Report platform can be utilized in data-based education planning to ensure more targeted planning and enhance the quality of education. The analysis results indicate that the Education Profile and Report platforms of each education unit serve as empirical databases that will be used as the basis for the development of ARKAS. The provision of educational services within these data-based education units will be more optimal as they are based on data from each indicator achievement available on the Education Profile and Report platform.

KEYWORDS

Permendiknas; Arkas; Database System

Introduction

Quality human resources are the cornerstone of a nation's progress. However, quality human resources are not acquired easily; there is a role for the state in making education the determinant of a nation's success. Law Number 20 of 2003 concerning the National Education System mandates that "the National Education System must be able to ensure equal opportunities for education, improve quality, relevance, and efficiency of education management to face challenges in accordance with the guidance of changes in local, national, and global life, thus requiring planned, directed, and continuous education reforms.¹

Education that produces quality society must be composed of various characteristics and uniqueness inherent in that society, such as geographical location, potential resources, facilities and infrastructure, social and cultural conditions faced, and other diversities present in every region where the society resides. With education evenly distributed in each

¹ (Kurniawati, 2022)

region, it is hoped that society can be skilled in facing various problems and challenges in the future. To fulfill this hope, there is a need for a curriculum in educational institutions as the pillar of education to be developed and implemented directly in those educational institutions.²

As mentioned above regarding educational institutions that carry the mission to achieve national education goals, schools must recognize their role as educational institutions which must be well managed to achieve the formulated educational goals optimally. The presence of management activities in educational institutions is necessary to facilitate the determination of policy directions and targets that must be effectively and efficiently fulfilled and achieved. Additionally, the need for directed strategic planning will facilitate the achievement of predetermined management targets.

Strategic planning is the foundation for schools in carrying out the education process. The components of strategic planning include at least vision, mission, principles, and objectives. Formulation of these must be done by school administrators, to have appropriate policy directions and support the achievement of the desired goals. The formulation of the Vision, Mission, and Objectives of Education has been regulated through the Minister of National Education Regulation No. 19 of 2007 concerning Education Management Standards by Elementary and Secondary Education Units, thus it is expected that Elementary and Secondary Education units can formulate the Vision, Mission, and Objectives of Education properly and correctly.³

The relationship between education and the quality of education reports is a dynamic focusing on assessing the quality and effectiveness of the education system. Education, as a broad system encompassing curriculum, teaching methodologies, learning environments, and interactions between teachers and students, aims to develop individuals'

² (Ahmad Calam, 2016; Hafizin, 2024; Intan Rahmayuni Syafitri et al., 2023)

³ (Pawero, 2021)

potential to contribute positively to society. On the other hand, the quality of education report is a comprehensive evaluation tool designed to measure and report on the extent to which the education system achieves these goals.

The quality of education report gathers data and performance indicators from various aspects of the education system, including student academic achievement, teacher competence, educational resources, and learning environments. Through analysis of this data, the quality of education report provides an objective overview of the successes and challenges faced by the education system, while also offering recommendations for further improvement and development. Thus, the relationship between education and the quality of education report is a cycle of continuous improvement, where information from the report is used to inform and improve educational practices, leading to the ongoing enhancement of learning quality and educational outcomes over time.

The newly released Education Reporting Platform serves as a comprehensive platform offering reporting data on the evaluation results of the education system. This platform represents an improvement over previous quality reports, aiming to facilitate improvements in the education sector.⁴ The utilization of education data is crucial in facilitating quality improvement in development. Data serves as the basis for planning and decision-making in educational units. Research shows that data-driven decision-making can improve student learning outcomes.⁵ Educational units can use data and information about their school's conditions to change their learning systems, address ineffective programs in their schools, and enhance the school's functions in terms of services and quality improvement efforts.⁶

In the Education Report Platform, there are six components or indicators that serve as the basis for assessing the quality of education services at each educational unit, including literacy skills, numeracy skills,

⁴ (Schildkamp et al., 2012)

⁵ (Carlson et al., 2011)

⁶ (Schildkamp et al., 2012)

character, school safety climate, diversity climate, and learning quality. Each educational unit has different achievements depending on the assessment of each of these indicators. The implementation of both academic and non-academic activities should be relevant to these achievements. Not only activities, but also the provision of facilities and infrastructure should support the improvement of education quality. The data on these indicator achievements are then used as references and guidelines in preparing the School Activity and Budget Plan (ARKAS).

Furthermore, the preparation of ARKAS is regulated by the legal basis of Permendiknas No. 19 Year 2007 regarding Management Standards, where every school at all levels of education must prepare a School Work Plan (RKS) and a School Activity and Budget Plan (RKAS). Planning is a very important management function and cannot be separated from school operations. The success or failure of a program will greatly depend on how the planning of that program is done. Planning is an essential element in management because of its ability to identify multiple objectives and set the organization's performance trajectory. To be effectively engaged in the planning process, it is important to have a comprehensive database that includes information related to past, present, and anticipated future conditions in the education sector.⁷

Before the launch of the Education Report Platform, data on the condition or profile of education in Indonesia was obtained from various sources. Measurements were also conducted using various methods and systems. This resulted in diverse evaluation outcomes and often led to biases, causing planning to be merely focused on fulfilling administrative documents without precise targeting of goals. The Education Report Platform, implemented in data-driven planning, addresses the problem of quality improvement in a simple and meaningful way. As Gehrman suggests, current education reports represent the fundamental elements of

⁷ (Soemantri, 2019)

data planning processes and serve as the basis for education management at local and regional levels.

Based on the legal basis of Permendiknas No. 19 of 2007 regarding Management Standards, every school at all levels of education must prepare a School Work Plan (RKS) and a School Activity and Budget Plan (RKAS), as well as PP No. 57 of 2021 concerning National Education Standards and Permendikbudristek No. 9 of 2022 concerning the Evaluation of the Education System by Regional Governments for Early Childhood Education and Community Education (PAUD DASMEN). Therefore, every educational unit has the authority to prepare ARKAS based on the profile and education report to create a more accountable, accurate, and goal-oriented education delivery system.

Methods

This research employed descriptive qualitative research to examine how the newly launched Indonesian Education Report Platform can be utilized in data-driven education planning, aiming for more targeted planning and improved educational quality. The study involved gathering information from various sources such as e-books, articles, and documents related to the discussed theme⁸. Data sources used are primary and secondary data sources with data collection in this study using the method

⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung, PT Rosdakarya, pp.6-10. Furthermore, it is also emphasized that Qualitative research method is a method of research that emphasizes the aspect of in-depth understanding of a problem rather than looking at the problem for generalization research, which uses in-depth analysis techniques, namely examining the problem in case cases, because qualitative methodologies believe that the nature a problem that one will be different from the nature of other problems. According to qualitative research theory, for researchers to be truly qualified, the data collected must be complete, in the form of primary data and secondary data. Primary data is data in the form of verbal or words spoken verbally, gestures or behavior carried out by subjects that can be trusted, in this case the research subjects (informants) regarding the variables studied, while secondary data is data obtained from graphic documents (tables, notes, minutes of meetings, etc.), photographs, films, video recordings, objects, etc. that can enrich primary data so that the purpose of qualitative methods is not generalization, but in-depth understanding of a problem. See also Mike McConville, (ed), *Research Methods for Law*. Edinburgh UK, Edinburgh University Press, 2017, pp. 67-70; Robert M. Lawless, Jennifer K. Robbennolt, & Thomas Ulen, *Empirical Methods in Law*. New York, Aspen Publishers, 2010, pp. 115-120.

interviews, literature, and observations were then analyzed using triangulation techniques, i.e. data checking techniques that utilize something else outside of this data⁹, the author also uses qualitative data analysis methods that is, efforts made by working with data, organizing data, breaking it down into manageable units, synthesizing it, searching and finding patterns, discovering what is important and what is learned, and deciding what can be told to others.¹⁰

Result and Discussion

1. Implementation Education Report Based on Permendiknas Number 19 of 2017

The Education Report Card is a comprehensive platform that consolidates and provides national evaluation results and other relevant data regarding the academic achievements of educational institutions in an integrated and accessible format. The purpose of this platform is to facilitate educational units and local governments in identifying educational difficulties in educational units. Its goal is to serve as a data-driven insights repository, enabling stakeholders to develop more targeted education reform strategies.

Education profile refers to a comprehensive assessment of educational services, conducted to evaluate the education system. Its aim is to improve the quality of education services and generate Education Reports. The education report serves as an indication of the education profile, in line with priorities set by the Ministry of Education, Culture, and Technology. Its purpose is to evaluate the performance of regions and educational units. Education Reports are obtained by comparing indicator values over different time periods. The Education Report Platform is a web-based tool that provides access to Education Profiles and Education Reports. The

⁹ Lexy J. Moleong, *Ibid.*, p.330

¹⁰ *Ibid.*, p.247

Education Report Portal can be accessed by account-holders designated by the respective authorities.

Based on Article 28 of Government Regulation Number 57 of 2021, the purpose of educational planning is to continuously improve the quality of the learning process and outcomes for students. Policy design and strategic planning can utilize educational data to monitor and measure equality. Educational planning is manifested through the preparation of short-term and medium-term work plans. According to Article 48, the evaluation of the education system is intended to improve accessibility and enhance the quality of educational services in accordance with the needs of educational entities. In Ministerial Regulation Number 09 of 2022 concerning the Evaluation of the Education System by the Central and Regional Governments, Article 26 explains that the results of educational evaluations are used to make policy changes and program developments aimed at improving accessibility, quality, relevance, and governance in the provision of education. Article 28 provides a comprehensive explanation of the utilization of educational evaluations by educational institutions. The evaluation aims to: 1) identify educational problems that need to be prioritized based on the indicators outlined in the educational unit profile; 2) determine the underlying causes of the identified problems and design appropriate corrective actions; and 3) engage in program planning aimed at addressing underlying issues.

The purpose of the educational report is to assist educational institutions in addressing challenges related to overall education quality improvement. Until now, educational institutions have faced challenges in managing various forms of assessment. Evaluation sheets produce a range of unique results, sometimes showing conflicting outcomes. As a result, educational institutions lack a comprehensive understanding of specific areas that require improvement based on diverse evaluation results. Consequently, both central and regional governments face limitations in their ability to provide adequate support to educational institutions.

The Education Report presents an evaluation of educational services based on the quality report from the previous quarter. The Quality Report assesses eight education performance indexes using National Student Population (SNP) data obtained from Dapodik. Additionally, this report also integrates data from the EDS application, which involves direct input from educational institutions. The Education Report evaluates metrics built from input, process, and output education data obtained from 8 selected schools. Educational units do not actively input data into the application; instead, data is obtained through various existing systems and data sources.

The educational profile can help guide teachers in their lesson planning. It refers to a comprehensive educational evaluation report, which collects data from various sources such as National Assessments, Dapodik, Ministry of Religious Affairs Education Data, Digital Platform for Teachers and School Principals (SIMPKB), Vocational School Tracer Study, Teacher Data, BPS, and other relevant stakeholder data. The integration of this data is done alongside existing education data managed by the Ministry of Education and Culture. The data is analyzed and reviewed to produce evaluation reports in the form of educational unit profiles and regional education profiles within the Education Report platform. This report serves as a means of internal self-assessment and external evaluation by stakeholders, including regional education evaluation, school reaccreditation conducted by BAN, and school performance incentives provided by the Ministry of Education and Culture.

The educational report can be utilized in various forms:

1. Utilization of a single data source serves as a basic framework for analysis, formulating strategic plans, and setting long-term benchmarks to achieve progress in education quality.
2. Obtaining the status of the primary platform for accessing National Assessments.
3. Transforming into an evaluative instrument that depends on the caliber and dissemination of educational achievements (outputs).

4. Serving as a measuring tool to comprehensively assess the system in both internal and external evaluation processes.
5. Utilizing educational profiles as a source of strategic planning data both at the central and regional levels.
6. Developing tools aimed at simplifying administrative procedures that were previously fragmented across several applications in both internal and external review processes.

As previously explained, the Education Report Card encompasses metrics that reflect eight Student Needs Profiles (SNPs) covering domains related to educational resources, teaching methods, and academic outcomes. The set of eight single nucleotide polymorphisms (SNPs) is encompassed in multiple dimensions, with each dimension consisting of indicators at level 1, level 2, and level 3.

Picture 1
Dimension from Education Report form reflection on 8
(eight) SNP's



Source: Creation from Author's

The education report is a web-based platform that must be accessed online. Once accessed, users can save education report data in Excel format for flexible use. The website <https://raporpendidikan.kemdikbud.go.id/> provides access to education reports that can be accessed via desktop and smartphone browsers. The Education Report includes two different categories: the School Report and the Regional Education Report. The former provides an overview of indicators and outcomes related to the

quality of education at a specific educational institution, while the latter provides a comprehensive assessment of indicators and outcomes of the quality of education in a specific region, including both the regional level and the educational institutions operating in that area.

Aplikasi Rencana Kegiatan dan Anggaran Sekolah (School Activity and Budget Planning Application)

ARKAS, short for Aplikasi Rencana Kegiatan dan Anggaran Sekolah (School Activity and Budget Planning Application), is an information system based on information and communication technology designed to support planning, budgeting, implementation, financial management, and accountability of the Operational Assistance for Educational Units (BOSP) funds in primary and secondary educational institutions across Indonesia.

On August 7, 2023, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) announced the national launch of ARKAS version 4. This latest version is an enhancement of ARKAS version 3, designed with a focus on three main aspects: user-friendliness, convenience, and security. Furthermore, since November 13, 2023, early childhood education and equivalency institutions receiving Educational Operational Assistance (BOP) funds have been allowed to utilize ARKAS in managing these funds.

By utilizing ARKAS, educational units can directly connect with the Education Office at the district/city and provincial levels to plan school activities, compile data summaries, and fulfill responsibilities related to budget management in their respective educational institutions.

With the implementation of ARKAS, the goal is to ensure that the management of Operational Assistance for Educational Units (BOSP) funds in each educational institution becomes more transparent, accountable, and sustainable. Additionally, ARKAS is designed to simplify administrative processes, especially in terms of financial recapitulation for educational institutions, making it easier for them to manage their finances with the

primary goal of improving the quality of education in Indonesia.

Benefits of ARKAS for Educational Institutions.

Educational institutions will experience various benefits from using ARKAS, including:

1. Streamlining the planning, budgeting, management, and reporting processes of Operational Assistance for Educational Units (BOSP) funds to be more efficient.
2. Allowing for more flexible adjustments and reallocation of BOSP budget allocations.
3. Facilitating reporting related to the realization of BOSP budget expenditures in a more practical manner.
4. Increasing the speed and effectiveness of reporting on the use of BOSP funds.
5. Already being directly connected to Dapodik (Basic Education Data) and will be integrated with various applications under the Ministry of Education, Culture, Research, and Technology such as Educational Reports and SIPLah, as well as integrated with the Local Government Information System (SIPD) operated by the Ministry of Home Affairs, through the ARKAS Management Platform (MARKAS).
6. Ensuring the accuracy of reporting in accordance with applicable regulations.

The purpose of using ARKAS

The purpose of using ARKAS is to make the management of the Operational Assistance Funds for Educational Units (BOSP) more effective, efficient, accountable, and transparent, with the primary goal of improving the quality of education in Indonesia. The groups that have access to or accounts in ARKAS include:

1. Educational institutions receiving BOSP funds, including elementary schools, junior high schools, senior high schools, vocational schools,

special needs schools (SLB), early childhood education (PAUD), and equivalency programs.

2. Within educational institutions, ARKAS accounts can be used by school principals or heads, treasurers, and school committee members who are part of the BOSP team.

The difference between ARKAS users for BOS and BOP

Starting from November 13, 2023, recipients of BOP funds such as early childhood education (PAUD) and equivalency programs have been able to use ARKAS version 4 for managing BOP funds. Generally, there is no difference in the flow of fund management in ARKAS 4 for users of BOS and BOP. However, there are some things to consider for BOS and BOP users.

Table 1

The difference between ARKAS users for BOS and BOP

BOS	BOP
The recipient of BOS funds is the funding provided by the government to support education at the elementary, junior high, senior high, vocational, and special needs (SLB) levels.	They are recipients of BOP funds, which are funds provided by the government to support education at the early childhood education (PAUD) level (kindergarten, early childhood education centers, pre-school education institutions, special education services) and equivalence education (PKBM, special education services).
Previously, they were users of ARKAS	Previously, they were users of BOP Salur.
It is necessary to install ARKAS	They can directly install ARKAS

4 on the same device that was used when using ARKAS 3.

Data synchronization is required on ARKAS 3 before using ARKAS 4

4 on devices that meet the ARKAS system requirements.

There is no need to synchronize data because they are new users of ARKAS 4.

2. Aplikasi Rencana Kegiatan dan Anggaran Sekolah (School Activity and Budget Planning Application)

The Indonesian Educational Report platform is a crucial tool for improving the quality of education by providing data on the results of the evaluation of the education system. This platform is designed to facilitate data-based education planning, ensuring that the planning process is more targeted and effective. The development of this platform involves the integration of law and technology in several ways:

1. Legal Framework:

The platform is built upon the Independent Learning policy issued by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), which aims to achieve quality education for all Indonesian people. This policy emphasizes the importance of data-based planning in improving the quality of education.

The platform is also guided by the "Realizing Education's Promise" project, which focuses on improving the accuracy and validity of education data for budgeting and decision-making purposes.

2. Data Collection and Verification:

The platform collects data from various sources, including the National Assessment and the Education Management Information System (EMIS). This data includes information on students, teachers, school conditions, and student learning

outcomes.

The data is verified through a system where school supervisors verify the data reported in Dapodik and EMIS, and the results are reported to district/city and provincial education authorities. This ensures the accuracy and reliability of the data used for budgeting and decision-making.

3. Technology Integration:

The platform utilizes information technology to facilitate faster and more reliable data-entry, data-sharing, and report generation. This enables education policymakers to distribute resources more efficiently and effectively.

The platform is designed to provide a comprehensive view of the education system, including data on student characteristics, teacher data, school infrastructure, and laboratory facilities.

4. Data Analysis and Utilization:

The platform provides data that can be used to identify root causes, reflect on educational achievements, and facilitate constructive discussions with various education stakeholders. This data is essential for improving the quality of education and ensuring that education planning is more targeted and effective.

The data is also used for budget allocation purposes, such as the school grant program (Bantuan Operasional Sekolah, BOS) and infrastructure grants. This ensures that resources are allocated efficiently and effectively.

ARKAS Educational Report platform is a critical tool for improving the quality of education in Indonesia. The integration of law and technology in its development ensures that the platform is guided by a solid legal framework and utilizes technology to facilitate efficient data collection, verification, and analysis.

ARKAS aims to improve the efficiency and effectiveness of BOS fund management by automating administrative processes,

increasing accountability, and enhancing transparency. It helps schools plan their budgets and activities based on the funds they receive, submit budgets for approval, and record all budget spending in the system.

The application has been implemented in various regions, including West Sumbawa Regency, where it has been found to improve the overall understanding of the application, increase efficiency, and enhance accountability and transparency in BOS fund management. ARKAS is also integrated with other platforms, such as MARKAS, which is designed to provide a data-driven report and recommendations for government, school principals, and teachers to identify problems and plan accordingly.

ARKAS is a comprehensive database system that supports the development of educational report platforms in accordance with Permendiknas No 19 of 2007 and Indonesian laws and technology.

3. ARKAS accordance with Indonesian Personal Data Protection Law

ARKAS (School Activity and Budget Plan Application) is a database system designed to support the development of an educational report platform in accordance with the Indonesian Personal Data Protection Law (UU Perlindungan Data Pribadi). The system aims to facilitate planning, budgeting, implementation, and administration of school operational assistance funds (BOS) in a transparent and accountable manner.

Key Features and Benefits

1. **Budgeting and Planning:** ARKAS allows schools to plan their budget and activities based on the BOS funds they receive, ensuring transparency and accountability.
2. **Integration with Central and Regional Data:** The application is integrated with the latest central and regional data and regulations, ensuring compliance with all relevant guidelines.

3. **Error Notification Feature:** ARKAS includes an error notification feature to help identify and resolve technical issues.
4. **Data-Driven Reporting:** The application provides data-driven reports and recommendations for government, school principals, and teachers to identify problems and plan accordingly.
5. **User Satisfaction:** The system has been evaluated using the EUCS and PIECES methods, with results indicating that user satisfaction is positively correlated with variables such as performance, information, efficiency, service, content, accuracy, ease of use, and timeliness, but negatively correlated with variables such as performance, information, efficiency, service, content, accuracy, ease of use, and timeliness.

Implementation and Challenges

1. **Implementation:** The integration of MARKAS and ARKAS applications has been implemented successfully, improving the efficiency of data input, administrative processes, and accountability.
2. **Challenges:** The implementation process faced challenges such as limited resources, technical issues, training issues, resistance to change, and policy issues, which were addressed through structured training and technical support.

Impact and Adoption

1. **Adoption:** Over 221,000 schools have used ARKAS, resulting in the transparent recording and accounting of approximately IDR 50 billion in BOS funds.
2. **Impact:** The application has made it easier for education agencies to monitor planning, implementation, management, and financial reporting, and has increased trust among stakeholders

Conclusion

Based on the results of research and discussion that has been described the profile and education report platforms of each educational institution serve as empirical data sources for the preparation of ARKAS. With a data-driven approach, the provision of educational services in each educational institution can be optimized because it is based on the achievements of indicators available in the profile and education report platforms. This makes educational institutions more accountable, reliable, and factual when preparing ARKAS.

The utilization of these platforms in data-driven planning serves as a valuable tool for identifying root problems, reflecting on educational achievements, and facilitating constructive dialogue with various stakeholders in education with the aim of improving educational quality. Education reports are not intended to compare or blame educational institutions and fields, but rather to serve as a basis for quality improvement initiatives based on empirical evidence. Data-driven planning is a transformative approach that encourages educational institutions and regions to develop quality improvement initiatives based on empirical evidence. Through data-driven planning, we can easily identify problems, reflect on achievements, and make improvements by constructing predefined activities.

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