

Conference Paper

Importance of Data-based Planning in Kurikulum Merdeka Implementation

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Abstract.

Despite having carried out many programs and activities, the quality of education in Indonesia has not significantly improved. This is because the planning has not been based on data in accordance with the problems at hand. In *Merdeka Belajar* Episode 19, the “*Rapor Pendidikan*” displays data on the quality of education obtained from various national assessments or surveys. As a report on school facilities and services, the *Rapor Pendidikan* is expected to be a reference for identifying, reflecting, and improving the quality of Indonesian education as a whole. However, some are unfamiliar as this is a relatively new policy. Further, the online system of *Rapor Pendidikan* is still being developed. Therefore, in this work, a systematic review was carried out on relevant databases about the *Rapor Pendidikan* from *Kurikulum Merdeka*'s perspective. There is strong evidence that *Rapor Pendidikan* provides trusted databases that can become national data references. This study has the potential to be a significant resource for enhancing the commitment and collaboration of diverse stakeholders in putting policies for better quality education into action.

Keywords: Kurikulum Merdeka; Merdeka Belajar; digital school; school management, rapor pendidikan

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1. Introduction

Despite having carried out many programs and activities, the quality of education in Indonesia has not significantly improved. This is because the planning has not been based on data in accordance with the problems at hand. Approaches have been taken to solve the problem, including the development of *Kurikulum Merdeka*. The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikburistek) is making this endeavor to preserve a safe learning environment throughout the COVID-19 pandemic (1–4). The guiding philosophy of this *Kurikulum Merdeka* program is *Merdeka*

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Belajar, which essentially suggests that students are given the freedom to explore their various interests and abilities (5–10). Through the end of September 2022, *Merdeka Belajar* has been launched for 22 episodes. Particularly in *Merdeka Belajar* Episode 19, the so-called “*Rapor Pendidikan*” displays data on the quality of education units or regions obtained from various national assessments or surveys. It is a platform that provides data on reports on the results of the evaluation of the education system that emphasizes orientation towards the quality of education and an integrated system. *Rapor Pendidikan* can be accessed online by education units and local governments. It measures several indicators which reflect educational inputs, processes, and outputs. This policy is in line with the studies of effective school development (11–15).

Basically, the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim seeks to develop excellent students in various aspects, not only academics but also good character such as independence, courage, courtesy and competence through *Kurikulum Merdeka* (16–18). However, in the current state, learning outcomes are below average, and gaps exist between groups and regions. The school development programs do not give a significant improvement in the education quality. The data reported to the government is invalid. This is generally because the planning process does not database related. The analysis does not get to the root of the problem. This results in the fatally wrong decision in the school planning process. Thus, school activities and procurement have no impact on quality improvement. Even worse, the school development programs were not monitored or evaluated, so the problems keep recurring. This condition is illustrated in Figure 1.



Figure 1: School development activity planning (19).

Although *Rapor Pendidikan* is expected to be a reference for identifying, reflecting, and improving the quality of Indonesian education as a whole, some are unfamiliar as this is a relatively new policy, further the online system of *Rapor Pendidikan* is still being developed. Therefore, in this work, a systematic review was carried out on the relevant databases on the *Rapor Pendidikan* from *Kurikulum Merdeka*'s perspective.

2. Method

A systematic review was carried out on the relevant databases on *Rapor Pendidikan* from *Kurikulum Merdeka's* perspective. Data-driven planning toward effective school management is a type of qualitative descriptive research. Qualitative research seeks to look at phonemes or collect meaningful information in more depth (20). This study seeks to analyze the data on the results of the *Rapor Pendidikan* by referring to the results of school accreditation in 2021. The goal is to describe the findings from articles, web, YouTube streaming of policymakers related to the topic discussed. Among the information gathered that is pertinent to a particular article, this information is then condensed to create a dataset that answers the research questions. After the data is graphically displayed, conclusions may be made.

3. Results and Discussion

3.1. Education Profile

Education Profile or the well-known *Profil Pendidikan*, is a report on the evaluation of educational services which based on various reliable data sources and processed in an integrated manner by Kemendikbudristek. It includes national assessment such as Minimum Competency Assessment (*Asesmen Kompetensi Minimum* or AKM), Character Survey, and learning Environment Survey; Basic Education Data (*Data Pokok Pendidikan* or DAPODIK); Education Management Information System (EMIS) for madrasas and Information System and Management of Educators and Education Personnel of the Ministry of Religion (*Sistem Informasi dan Manajemen Pendidik dan Tenaga Kependidikan Kementerian Agama* or SIMPATIKA); Digital platforms for teachers and principals; Tracer Study for vocational schools; Teachers or Education Personnel (*Guru atau Tenaga Kependidikan* or GTK) Data; National Accreditation Board for Early Childhood Education and Non-Formal Education (*Badan Akreditasi Nasional Pendidikan Anak Usia Dini dan Pendidikan Nonformal* or BAN PAUD and PNF); Central Bureau of Statistics (*Badan Pusat Statistik* or BPS, etc. The evaluation for *Profil Pendidikan* is carried out based on an assessment framework developed from input, process and output models on school performance or effectiveness. This model includes the eight National Standards of Education (*Standar Nasional Pendidikan* or SNP), i.e., graduation standards, content standards; process standards; staff standards; infrastructure standards; management standards; financing standards; and assessment standards.

The *Profil Pendidikan* is utilized in the school data-based planning. The data-based planning scheme is illustrated in Figure 2. The service evaluation instruments were used to generate *Profil Pendidikan*. The internal evaluation will be carried out by educational units (in this case schools) and local government in the form of reflection. On the other hand, the external evaluation including accreditation, school performance evaluation, local government performance evaluation was also considered in the reflection activity. The school will come up with the education quality improvement plan and followed by the implementation of quality improvement. This step is repeated as continuous improvement.

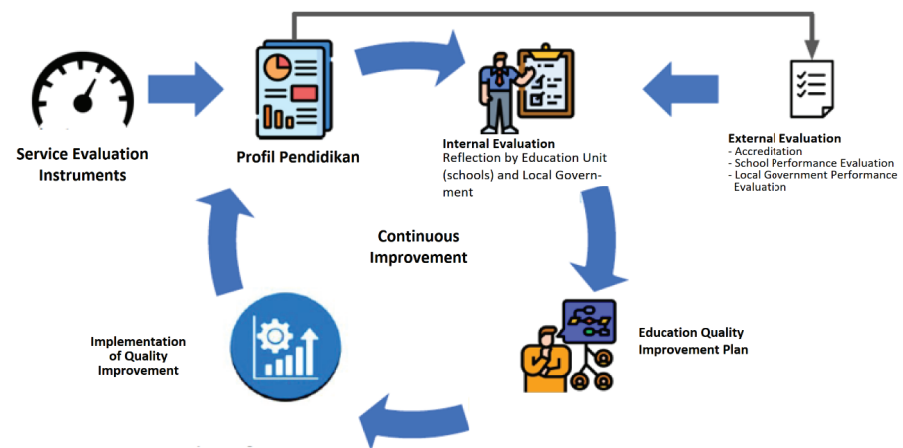


Figure 2: School data-based planning based on *Profil Pendidikan* (19).

To put it another way, *Profil Pendidikan* is a thorough report on educational services as a consequence of the evaluation of the educational system, and it serves as the foundation for raising the standard of educational services and creating the *Rapor Pendidikan*. The *Rapor Pendidikan*, on the other hand, is a chosen indicator of the *Profil Pendidikan* that represents the priorities of Kemendikbudristek and is used to evaluate the performance of regions and educational institutions. By comparing indicator values over years, the *Rapor Pendidikan* is determined (will be displayed starting in 2023). It is an improvement on the quality report, or *Rapor Mutu*, that was previously in use. Eight indices of educational achievement are measured by *Rapor Pendidikan* and *Rapor Mutu* using the SNP. In the instance of *Rapor Mutu*, the information was gathered via DAPODIK and the application for School Self-Evaluation, often known as *Evaluasi Diri Sekolah* or EDS. The education unit does not manually enter data into the program as *Rapor Mutu* does. Along with DAPODIK, additional sources used in the data collection included National Assessment, BPS, and others. The *Rapor Pendidikan* platform’s suggestion menu is its newest feature. It includes instructions for repairing

even the most basic issues. Additionally, there are five important recommendations. The dimensions A, quality and relevance of student learning outcomes, and B, equitable quality education, fall under the output element, which is quality of student learning success. Dimension D, the quality and relevance of learning, falls under the process aspect, which is the quality of the student learning process. In contrast, under the input element of the quality of human resources and schools, there is dimension C, which deals with the competence and performance of educators and other educational personnel, and dimension E, which deals with participative, transparent, and responsible school administration. This function aids in the identification of issues, their underlying causes, and suggestions for practical solutions to urgent issues. It is intended that by doing this, the education unit would be able to identify areas for improvement. This suggestion paper is supposed to be implemented, and not only for information. The education unit might order the actions that are most important first from among the many recommended steps that are provided.

3.2. Accreditation Data as Quality Report

Currently, the competition for schools or educational units is getting tougher, the community measures a school as effective or ineffective from the predicate of school accreditation. In 2021 National Accreditation Board for schools/madrasas (*Badan Akreditasi Nasional Sekolah/Madrasah* or BAN-S/M) has accredited 11,459 visitation targets (21). This number exceeded the target (109.7%) of the original plan of 10,449 schools/madrasas. Based on the ranking, the accreditation results through visitation showed schools/madrasas that obtained an A rating (33.31%), followed by a B rank (33.22%); ranked C (29.75%) and 4.29% have unaccredited status. The results of the accreditation in 2021 show a pattern of distribution of accreditation rankings that vary between levels. At the elementary, high school, mi and ma levels, the majority of schools/madrasas obtained an A rating, for the Madrasah Tsanawiyah or MTs level, the majority were accredited with a B rank, while the junior high school, special school, and vocational schools were mostly accredited with a C rating. Related to non-accredited schools/madrasas (*Tidak Terakreditasi* or TT) with a total of 426, where the highest percentage was the Vocational High School (*Sekolah Menengah Kejuruan* or SMK) level (8.8%), followed by junior high schools and special schools (4.29%) and elementary schools (4.07%). For schools/madrasas that received TT, BAN-S/M decided to provide recommendations whether fostered (88%), merged (3%) or closed (9%). Especially for the provision of closure recommendations, this decision was taken because the quality

of all components of the service and learning process in the school/ madrasah was far below the standard so that it would harm students. On the other hand, this closure recommendation has also taken into account that there are still other schools/madrasas in the vicinity that can serve the quality of education better. Table 1 describes the rate of accreditation based on visitation for elementary school (*Sekolah Dasar* or SD and *Madrasah Ibtidaiyah* or MI), junior high school (*Sekolah Menengah Pertama* or SMP and *Madrasah Tsanawiyah* or MTs), senior high school (*Sekolah Menengah Atas* or SMA and *Madrasah Aliyah* or MA), SMK and extraordinary school (*Sekolah Luar Biasa* or SLB) taken from Ref. (21). It shows 33.31% of schools/madrasas obtained an A rating; 33.22% a B rating; 29.75% a C rating and 4.29% a non-accredited status (TT).

TABLE 1: Accreditation Rating Distribution (21).

Education level	A		B		C		TT		Total
	N	%	N	%	N	%	N	%	
SD (elementary school)	1,700	36.60	1,467	31.58	1,289	27.75	189	4.07	4,645
MI (Madrasah Ibtidaiyah)	396	43.00	296	32.14	197	21.39	32	3.47	921
SMP (junior high school)	405	20.71	694	35.48	773	39.52	84	4.29	1,956
MTs (Madrasah Tsanawiyah)	572	31.99	752	42.06	420	23.49	44	2.46	1,788
SMA (senior high school)	267	38.92	185	26.97	212	30.90	22	3.21	6,86
MA (Madrasah Aliyah)	454	52.30	221	25.46	183	21.08	10	1.15	868
SMK (Vocational High School)	18	4.17	126	29.17	250	57.87	38	8.80	432
SLB (Sekolah Luar Biasa)	5	3.07	66	40.49	85	52.15	7	4.29	163
Total	3,817	33.31	3,807	32.22	3,409	29.75	426	3.72	11,459

3.3. Data-Driven School Management Plan

The society demands on quality graduates’ forces schools/madrasas to improve quality by fixing the accreditation component which is none other than the quality data of *Rapor Pendidikan*. The results of accreditation which are data on the *Rapor Pendidikan* of gives benefits to students, schools and teachers include

1. As a reference for school development in an effort to improve quality.
2. Input materials to empower and develop school residents.

3. Information materials for mapping indicators of successful performance of school residents.

4. Encouragement for teachers to always improve themselves from working hard to provide the best service.

5. For the community, the results of accreditation are accurate information in making choices for quality schools.

6. For the Education Office, the results of accreditation will be the basis for coaching and development in order to improve the quality of schools.

7. For the government, the development of an accreditation system in the future as well as information materials about the quality of schools in Indonesia.

The advantages listed above serve as examples of how accreditation affects a school's level of excellence. Yet few schools are aware of these advantages. Typically, accreditation is finished after the visitation procedure is through. Few, if any, schools are aware of the enormous advantages the quality information in the accreditation carries. To attain quality, the quality data can be employed automatically. What kind of information does the accreditation contain? Accreditation offers complete data gathering tools from 8 SNPs. Data or information regarding the school form when it is accredited is on the instrument that the assessor has written out. The assessors also submitted a meeting note and recommendations for each indication of each standard that included information for the community, schools, the Education Office, and the Central Government. The suggestion focuses on enhancements that must be made in order to reach quality. Because the quality data contains accurate information about the real school images taken by other parties, the school may utilize it to enhance its quality. Of course, the information provided on this quality includes factual information. The typical choice, however, is that following a tour, most schools do not acquire quality data. Never ask the assessor for instruments, notes, or suggestions for the school or madrasas. Even if the school with sufficient, insufficient, or good accrediting results actually expected the quality data, BAN-S/M did not tell the school of the quality data. Based on information from the accrediting quality data, schools may utilize the quality data in the visitation record as a document for quality improvement.

According to the explanation given above, school accreditation serves as an external check to enhance quality since the analysis done during the evaluation is highly thorough, spanning 8 SNPs with a number of thorough indicators. Schools require vital information from accrediting tools in order to improve themselves in the future. Residents of the school, the community, and the government share responsibility for the quality of the education or educational units. The significance of the head of the

secretariat's function as the principal player in the autonomous sector, in addition to the roles of parents and the government, is strongly emphasized by efforts to raise educational standards.

Principals have a chance to participate in the process of achieving quality thanks to the idea of data-based quality improvement. The use of external quality data can improve the quality of instruction in educational institutions (accreditation). Systems for internal and external quality assurance are included with this component. Following internal data, external assessment data, such as certification quality data, may be utilized to attain quality. With internal quality data, this external data is irrelevant. Tools for achieving the quality of education include records and accreditation recommendations that contain external quality data. Once the visiting procedure is over, the school should obtain the external quality data. Utilizing the high-quality data can help schools get better. Effective schools are not inconceivable if external quality data is used appropriately by schools.

4. Conclusion

As an enhancement to the already-existing *Rapor Mutu*, *Rapor Pendidikan* is a portal that offers data on reports on the findings of the evaluation of the educational system. The education unit is enabled to have data on the evaluation's findings thanks to *Rapor Pendidikan*. It may then be utilized to plan effectively utilizing databases since it is integrated. *Perencanaan Berbasis Data*, also known as PBD, is a shift in mindset that encourages local governments and educational institutions to plan activities to enhance learning outcomes based on data and facts rather than on conjecture, fiction, and impressions. It is simpler for schools to become effective schools when school management planning is based on *Rapor Pendidikan*.

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