



## **DATA-BASED EDUCATION PLANNING THROUGH EDUCATION REPORT CARD AT SMPN 3 CIKARANG PUSAT, BEKASI REGENCY**

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### **ABSTRAK**

Meningkatnya kebutuhan untuk memanfaatkan data pendidikan sebagai landasan yang kokoh guna meningkatkan kualitas perencanaan dan pengambilan keputusan strategis di tingkat satuan pendidikan menjadi latar belakang esensial dari penelitian ini. Penelitian ini bertujuan untuk mengkaji implementasi komprehensif perencanaan berbasis data melalui platform Rapor Pendidikan di SMP Negeri 3 Cikarang Pusat, Kabupaten Bekasi. Menggunakan pendekatan kualitatif dengan desain studi kasus (*case study*), data dikumpulkan melalui wawancara semi-terstruktur, observasi langsung, dan studi dokumentasi yang melibatkan kepala sekolah, wakil kepala sekolah, dan guru. Analisis data mengikuti model interaktif Miles dan Huberman yang terdiri atas reduksi data (*data reduction*), penyajian data (*data display*), dan penarikan kesimpulan (*conclusion drawing*). Temuan penelitian mengungkapkan bahwa perencanaan berbasis data diimplementasikan secara sistematis melalui analisis data, refleksi kolaboratif, dan perumusan program yang terintegrasi ke dalam Rencana Kerja Sekolah (RKS) dan Rencana Kerja Tahunan (RKT). Kepemimpinan kepala sekolah dan partisipasi guru bertindak sebagai katalis utama, meskipun tantangan seperti keterbatasan literasi data (*data literacy*) dan kendala waktu masih terus ada. Studi ini menawarkan implikasi praktis untuk mengoptimalkan perencanaan pendidikan serta memperkaya literatur mengenai manajemen pendidikan berbasis data (*data-driven educational management*).

**Kata Kunci:** *case study, data-driven, education management, education report card, educational planning*

### **ABSTRACT**

The increasing need to utilize education data as a solid foundation for improving planning quality and strategic decision-making at the educational unit level forms the essential background of this study. This research aims to examine the comprehensive implementation of data-based education planning through the *Rapor Pendidikan* platform at SMP Negeri 3 Cikarang Pusat, Bekasi Regency. Employing a qualitative approach with a case study design, data were gathered via semi-structured interviews, direct observations, and documentation studies involving the principal, vice principals, and teachers. Data analysis followed the interactive model of Miles and Huberman, comprising data reduction, data display, and conclusion drawing. The findings reveal that data-based planning is systematically implemented through data analysis, collaborative reflection, and program formulation integrated into the *Rencana Kerja Sekolah* (RKS) and *Rencana Kerja Tahunan* (RKT). Principal leadership and teacher participation act as primary catalysts, although challenges such as limited data literacy and time constraints persist. This study offers practical implications for optimizing educational planning and enriches literature on data-driven educational management.



**Keywords:** *case study, data-driven, education management, education report card, educational planning*

## INTRODUCTION

The global evolution of educational systems over the past two decades highlights a decisive shift toward data-driven decision-making to enhance instructional quality and institutional governance. Integrating robust educational information platforms empowers schools to identify learning gaps objectively, formulate targeted interventions, and evaluate policy outcomes continuously. Global empirical literature confirms that evidence-based decision-making strengthens operational transparency, institutional accountability, and strategic managerial effectiveness (Bhakti et al., 2025; Wang et al., 2023). In Indonesia, this paradigm is formalized through the *Merdeka Belajar* framework via the *Rapor Pendidikan* platform. This digital dashboard aggregates national assessments, *Data Pokok Pendidikan*, and school climate metrics to foster meaningful self-evaluation (Nurbani et al., 2025; Sholeh et al., 2025). Ideally, school leaders and educators leverage these analytics collaboratively to design precise improvement strategies and align operational budgets directly with diagnosed learning needs.

Despite the strategic design of the *Rapor Pendidikan* platform, its practical application at the school unit level continuously encounters significant operational barriers. Many public schools fail to optimize available metrics due to low data literacy among educators and a persistent reliance on intuitive decision-making (Rahmawati & Nurhattati, 2025). Empirical evidence shows that education data is frequently treated as a mere administrative reporting requirement rather than a catalyst for deep pedagogical reflection (Sudadi et al., 2025). The disconnect between high-level digital metrics and ground-level pedagogical planning creates an operational bottleneck. Educators often struggle to translate raw analytics into daily classroom interventions or aligned budget priorities. Consequently, data-driven planning risks becoming a superficial exercise of bureaucratic compliance rather than a transformative tool for institutional self-evaluation, leaving critical learning deficiencies unaddressed across secondary education.

A distinct research gap exists in the literature, as previous studies have predominantly focused on macro-level policy evaluations or general principal leadership dynamics in primary schools (Lutfiartha & Wuryandini, 2024; Naeni & Ahmad, 2025). Existing research offers limited empirical insights into how micro-level collaborative reflection processes translate raw platform metrics into actionable school budget plans within suburban public secondary schools. There is a lack of qualitative investigation into how local school actors interpret digital indicators, negotiate operational constraints, and embed analytical insights into institutional work plans. Without unpacking these micro-level organizational dynamics, educational literature remains incomplete regarding the behavioral, technical, and managerial adjustments required to bridge digital platform metrics with concrete administrative action in suburban public school environments.

The primary novelty and innovation of this research lie in its micro-level qualitative exploration of the practical translation mechanism connecting digital platform metrics to formal school budgeting documents within a developing suburban public school context. Unlike prior research that heavily emphasizes macro policy frameworks, this study unravels contextual collaborative dynamics, behavioral resistance, and managerial adjustments made by local school actors during diagnostic reflection sessions. The study offers a fresh perspective by examining how specialized peer mentors and supportive leadership transform complex



numerical data into accessible pedagogical strategies. By detailing the conversion of raw platform indicators into formal school work plans (*Rencana Kerja Sekolah*) and annual budget plans (*Rencana Kerja Tahunan*), this work provides an empirical framework for operationalizing evidence-based management in public secondary institutions.

Therefore, this study aims to examine the complete process of data-based education planning through the *Rapor Pendidikan* platform at SMP Negeri 3 Cikarang Pusat, Bekasi Regency. Specifically, this qualitative investigation analyzes how digital data is interpreted by school personnel, how collaborative reflection is structured during evaluation meetings, and how targeted improvement programs are integrated into institutional budget documents. Ultimately, this work provides valuable empirical insights into bridging digital platform metrics with actionable managerial improvements in public secondary education. By addressing technical data literacy limitations and structural time constraints, the study illuminates practical pathways for optimizing data-driven decision-making, ensuring that digital education analytics effectively drive continuous institutional improvement and equitable resource allocation.

## METHODS

This research utilized a qualitative approach with a single-case study design to investigate data-based education planning at SMP Negeri 3 Cikarang Pusat, Bekasi Regency, conducted from January to April 2025. Informants were selected through purposive sampling, consisting of the school principal, vice principal for curriculum, and four senior teachers involved in the school development team. Data collection techniques encompassed semi-structured interviews, naturalistic observations during planning meetings, and documentation analysis of institutional plans. To establish data trustworthiness, the study applied source triangulation, method triangulation, member checking with key informants, and an audit trail documenting analytical decisions. Data analysis followed the interactive model consisting of data reduction, display, and verification.

Data Reduction → Data Display → Conclusion Drawing/Verification

The analytical process transformed unstructured qualitative field notes into systematic thematic categories to address the research questions directly. Data reduction involved filtering raw interview transcripts and observational records to isolate core themes related to data interpretation and institutional challenges. Data display was organized through thematic matrices to map interactions between principal leadership and teacher engagement during evaluation sessions. The final stage involved continuous verification, comparing emerging qualitative patterns with collected documentation such as school work plans. Ethical considerations were strictly maintained by anonymizing participant identities, securing informed consent, and ensuring voluntary participation throughout the investigation.

## RESULTS AND DISCUSSION

### Results

The following table presents the key implementation dimensions and field observations regarding data-based planning at SMP Negeri 3 Cikarang Pusat.

**Table 1. Implementation Dimensions of Data-Based Education Planning**

| Dimension           | Primary Activity                  | Operational Focus                                       |
|---------------------|-----------------------------------|---------------------------------------------------------|
| Data Identification | Accessing <i>Rapor Pendidikan</i> | Reviewing literacy, numeracy, and school climate scores |
| Reflection          | Collaborative Meetings            | Analyzing root causes of suboptimal indicator scores    |

## Action Planning

## Program Integration

## Embedding targeted interventions into RKS and RKT

The qualitative table 1 findings demonstrate that the implementation of data-based education planning at SMP Negeri 3 Cikarang Pusat proceeds through three structured phases: data identification, collaborative reflection, and programmatic integration into annual budgets. School stakeholders systematically utilize *Rapor Pendidikan* metrics to identify core educational weaknesses, shifting institutional focus toward evidence-based solutions. Principal leadership acts as the primary driving factor, establishing dedicated data teams and fostering continuous dialogue among teaching staff. However, key operational obstacles remain, including limited technical data literacy among senior teachers and severe time constraints caused by heavy administrative workloads during annual planning cycles.

## Discussion

The empirical findings of this study demonstrate that data-based planning at SMP Negeri 3 Cikarang Pusat operates through a structured cycle of identification, reflection, and programmatic integration. The school administration uses platform metrics to diagnose core learning deficiencies objectively, shifting away from intuitive decision-making practices (Rahmawati & Nurhattati, 2025). This systematic approach enables the educational unit to target funding toward low-performing areas, particularly student literacy and school safety indicators (Nurbani et al., 2025). The structural alignment between platform recommendations and actual school budgeting documents confirms that digital tools can transform administrative compliance into meaningful school self-evaluations (Dacholfany & Andayani, 2025). Furthermore, this structural transition validates that evidence-based planning enhances resource allocation efficiency in secondary public schools (Amalia et al., 2025; Costa et al., 2020; Khasanah, 2025; Putra et al., 2025; Razak et al., 2023; Sudadi et al., 2025).

These empirical results strongly reinforce the theoretical framework of data-driven decision-making in educational management, which posits that organizational improvement depends on systematic data processing. From a theoretical standpoint, the findings confirm that data availability alone does not automatically cause organizational change without mediated reflection processes (Wang et al., 2023). The integration of platform data into the *Rencana Kerja Sekolah* (RKS) demonstrates how raw information is transformed into institutional knowledge and strategic action. This mechanism highlights the central role of organizational culture in receiving, decoding, and institutionalizing technological innovations in public school administration (Bhakti et al., 2025; Dubu et al., 2026; Karim et al., 2025; Putri et al., 2025; Ramadhan et al., 2025; Rumbiak et al., 2026). Consequently, the study expands educational management theory by illustrating the operational steps required to convert abstract digital metrics into concrete administrative commitments.

When compared with prior literature, these findings mirror previous studies highlighting principal leadership as the central catalyst for data implementation in public schools (Nurbani et al., 2025). However, this research reveals a clear contrast regarding teacher engagement dynamics during reflection sessions. While earlier studies report widespread passive compliance among teaching staff (Rahmawati & Nurhattati, 2025), the empirical data here demonstrates active peer-led interpretation when facilitated by structural subject-group meetings. This dynamic divergence occurs because the target school established specialized data sub-teams, mitigating individual anxiety toward statistical evaluation (Nurjanah & Sauri, 2026; Rahayu et al., 2026; Safitry et al., 2026; Siregar et al., 2026; Sulastri et al., 2026). Thus, collaborative structural arrangements effectively bridge the gap between high-level policy



expectations and ground-level teacher participation in suburban secondary education environments.

The unique findings observed in this study stem directly from the strategic leadership approach adopted by the school principal and the localized administrative culture. The principal transformed evaluation meetings from formal administrative reviews into non-punitive collaborative learning forums, reducing teacher resistance toward negative quality metrics (Huriah et al., 2026; Irawidiarti et al., 2026; Natalia et al., 2026; Pertiwi et al., 2026; Rumbiak et al., 2026). Furthermore, assigning tech-savvy educators as internal data mentors allowed complex numerical indicators to be translated into accessible pedagogical terms. This internal support system effectively mitigated the technical anxiety often associated with digital platform adoption in public institutions (Lutfiartha & Wuryandini, 2024). Consequently, the combination of supportive leadership and peer mentorship explains why the school successfully integrated *Rapor Pendidikan* insights despite existing technical literacy limitations.

Despite these positive outcomes, the persistent challenges of data literacy and time constraints highlight critical systemic vulnerabilities within educational management practices. Teachers faced notable difficulty in interpreting complex statistical correlations, leading to potential misalignments between root-cause analyses and proposed interventions (Naeni & Ahmad, 2025). Additionally, heavy teaching loads limited the depth of diagnostic discussions, resulting in some routine programs being rebranded to match data requirements superficially. These operational friction points demonstrate that technology-driven reforms require continuous capacity-building efforts rather than simple platform deployment (Sholeh et al., 2025). Without targeted professional development in data interpretation, schools risk reducing innovative evaluation frameworks back into routine bureaucratic paperwork over extended operational periods.

## CONCLUSION

Data-based education planning through the *Rapor Pendidikan* platform at SMP Negeri 3 Cikarang Pusat is implemented through a structured three-stage cycle comprising data identification, collaborative reflection, and programmatic integration into the *Rencana Kerja Sekolah* (RKS) and *Rencana Kerja Tahunan* (RKT). The principal's leadership serves as the main operational driver by establishing non-punitive reflection spaces and organizing technical peer-support teams. However, the overall effectiveness of this process remains constrained by limited statistical data literacy among teachers and administrative time restrictions. These findings directly answer the research objective by demonstrating how public secondary schools operationally transform digital platform indicators into institutional planning and operational budgeting documents.

To optimize data-based planning practices, school leaders should establish permanent internal data mentorship programs and schedule dedicated weekly reflection hours within regular teacher workloads. Education policymakers and local government agencies must provide continuous, practical data literacy training tailored to qualitative decision-making rather than relying solely on high-level digital platform tutorials. Theoretically, future research should explore long-term longitudinal studies across diverse geographical regions to evaluate the direct impact of data-based planning on student academic achievement. Methodologically, subsequent studies could incorporate quantitative structural equation modeling to measure the exact correlation between data literacy levels, principal support structures, and overall school performance outcomes over time.

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