Data-Based Planning Transformation in Monitoring and Evaluation of School Programs: Towards Improving the Quality of Education

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ABSTRACT

Compared with other countries, education in Indonesia is still relatively low. This is caused by the lack of use of data in planning, monitoring and evaluating school programs. Planning without data is often ineffective and does not achieve the expected goals. This research aims to analyze the transformation of data-based planning in monitoring and evaluating school programs to improve the quality of education. This research uses a qualitative descriptive method with a literature study approach. Data was collected through reviewing literature, such as scientific journals, scientific articles and relevant books. The research results show that the transformation of data-based planning in monitoring and evaluating school programs can improve the quality of education. This can be achieved by: 1) Utilizing data to assist in decision making. 2) Measure program progress periodically. 3) Identify areas that need improvement. 4) Increase school accountability. 5) Improve student learning outcomes. This research makes a significant contribution to the field of education, especially in terms of planning, monitoring and evaluating school programs. The results of this research can be used by schools to improve the quality of education through effective use of data.

Keyword: *Data-based; planning; monitoring and evaluation; quality; accountability, decision making,*

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1. INTRODUCTION

The Ministry of Education and Culture conveys the vision of Indonesian education as a framework for building exemplary educational institutions. Specifically, the goal is to create an advanced Indonesia that has sovereignty, character, critical thinking, creativity, independence, religious devotion, faith in God Almighty, noble morals, the ability to collaborate, and global diversity. To realize quality education for all Indonesian citizens, the government launched a new education initiative called Merdeka Belajar, with the aim of realizing Indonesia's educational goals. Quality education emphasizes the cultivation of basic competencies and character, with the aim of facilitating students' learning progress and improving their overall competency and character. (Musikariwati et al., 2023)

In an effort to advance national education, the government is making various efforts, one of which is holding a National Assessment to improve the quality of education consisting of literacy, numeracy and character education. The main aim of holding the National Assessment is to develop students' basic competencies. Where the National Assessment focuses on the process, input and output of the education system as a whole. The national assessment consists of three main programs, namely Minimum Competency Assessment (AKM), Character Survey and Learning Environment Survey (Kemendikbud, 2021). Focuses on the Minimum Competency Assessment (AKM) as part of the National Assessment which consists of reading literacy and numeracy as a basic skill that students must have. The results of the National Assessment can be used as a reference to reflect and improve the quality of learning and the learning climate. With the National Assessment, it is hoped that educators can teach according to their level and be able to build students' character as a form of implementation of the Pancasila student profile. (I Nyoman Kiriana, 2023).

The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) issued the Independent Learning policy in order to achieve quality education for all Indonesian people. Quality education focuses on developing basic competencies and character to ensure students experience learning progress so that they are more competent and have character. One of the Merdeka Belajar policies that has been launched is the Education Report Card platform. The Education Report Card Platform which was launched is a platform that provides report data on the results of education system evaluations as an improvement on previous quality report cards. The newly launched Indonesian Education Report Card platform can be used in data-based education planning so that plans can be more targeted and able to improve the quality of education. The use of educational report cards in data-based planning becomes a tool and method for finding the roots of problems that exist in the world of Indonesian education today, then being able to reflect on achievements, and provide material for constructive discussions with relevant stakeholders to achieve the expected success.

2. RESEARCH METHOD

This research uses qualitative descriptive methods with a literature study approach to explore the transformation of data-based planning in monitoring and evaluating school programs to improve the quality of education. The literature reviewed will include academic journals, research reports, policy documents, and other reliable sources.

Data collected from the literature review will be analyzed qualitatively to identify key themes, patterns and emerging insights. It is hoped that the findings of this research will provide a valuable contribution to the understanding of how data-based planning can be used to improve the effectiveness of monitoring and evaluation of school programs, ultimately leading to improved student outcomes.

3. RESULTS AND DISCUSSION

One of the policies issued by the Ministry of Education and Culture in the independent curriculum is the Education Report Card platform. The education report card is an improvement on the previous quality report card issued by the Ministry of Education and Culture. With the education report card platform, it is hoped that educational units, especially schools, can use the results presented on the platform as a basis for data-based planning which will then become a structured program in school management and then be outlined in the School Budget Activity Plan (RKAS). Focusing on education report cards as a platform that presents the results of the National Assessment as a form of improvement in the quality of national education. The main aim of an education report card is to identify the various challenges that exist in the world of education today. The various challenges that have been identified will be used as a reference in preparing improvements to the learning process (Kiriana & Widiasih, 2023).

The education report card platform is a website which is a manifestation of one of the current technological developments, where the role of stakeholders in schools such as principals, teachers and education staff can access via a learning ID account and study the results obtained to later be developed in activity planning programs. school in the next fiscal year.

Focuses on education report cards as a means of improving national education standards by conveying the results of the National Assessment. Education report cards have the main aim of finding various problems that occur in the world of education today. The various problems that have been discovered will be used as a basis for developing strategies to improve the learning process. Data generated from education report cards are used to explore the conditions of the learning process. Education report cards display indicators of education quality; This is a simplified version of the quality report card which has the same role in advancing national education. Education report cards are the government's efforts to adopt policies to resolve various problems with the quality of education. Education report cards are a technology-based platform that is integrated with data. Where in general education reports are used as a planned evaluation tool based on data.

What is Data-Driven Planning (PBD)?

Data-Based Planning (PBD) is a form of utilizing data on the Education Report Card platform as a form of intervention by education units and offices and local governments on the quality and achievements of education and aims to achieve continuous improvement and improvements in the quality of education.

Goals of Data-Based Planning (PBD)

Data-Based Planning (PBD) aims to provide improvements in budget spending and improve the education unit management system that is effective, accountable and concrete. Apart from that, Data-Based Planning (PBD) is also adapted to the needs of educational units or departments based on identifying problems originating from data on the Education Report Card platform, which then encourages educational units and educational departments to make improvements through preparing achievement improvement activities based on the results of identification and reflection. regarding achievements in the Education Report Card and field conditions. There are 3 simple steps in the Data Based Planning (PBD) process, namely Identification, Reflection and Improvement (IRB)

Follow-up on Education Report Results

After seeing the results of the Education Report Card, educational units can reflect and evaluate the quality of their education. Apart from that, the results of the Education Report Card can also be used as a basis for precise and accurate Data Based Planning (PBD), so that in the end it will be able to help the process and improve the quality of teaching and learning in educational units.

Application of Educational Report Cards in the Teaching and Learning Process

Through Education Report Cards, educational units can identify the root of problems (both from the quality of learning and the quality of school resources), so they can map outputs that need to be improved. That way, educational units can make plans to improve the quality of the teaching and learning process that are right on target.

The following is how educational units carry out self-reflection based on the results of the Education Report:
1. Study and verify data from educational units
2. Evaluate Education Reports with real conditions, namely by making observations, looking at data and discussing with stakeholders in the education unit
3. Analyzing the condition of the educational unit, such as with the teacher and head of the educational unit, to see whether the condition of the educational unit meets standards or not
4. Summarize the problems and roots of the problems faced, based on joint analysis with stakeholders in the education unit
5. Prepare plans based on the results of the analysis of problems and root causes that have been carried out

Basically, there are 2 ways to carry out Data Based Planning (PBD) for primary and secondary education levels (SD, SMP, SMA, SMK and SLB), namely:
1. Carrying out PBD through analysis of downloaded Education Report Cards
2. Carrying out PBD through exploring the Education Report Card platform dashboard

Data-Based Planning (PBD) is carried out at the regional government and education unit level. Which aims to improve the quality of education services by using the education unit budget.
Data Based Planning (PBD) educational units themselves are divided into 2, namely:
1. Data Based Planning (PBD) for Primary and Secondary Education (Dikdasmen)
2. Data Based Planning (PBD) for Early Childhood Education (PAUD)

Data-Based Planning (PBD) has an urgency so that educational units can implement programs and procurement that are right on target, so that they can improve the quality of education in their educational units. In preparing Data-Based Planning, educational units can refer to achievements in the five dimensions of the Education Report, namely:
1. Output, the quality of student learning outcomes
   1. Dimension A: Quality and relevance of student learning outcomes
   2. Dimension B: Equal distribution of quality education

2. Process, Quality of Student Learning Process
    1.   Dimension D: Quality and relevance of learning
3. Input, Quality of Human Resources and Schools
    1.   Dimension C: PTK competency and performance
    2.   Dimension E: Participatory, transparent and accountable school management

Of all the indicators in the Education Report Card, the Ministry of Education and Culture proposes 5 priority indicators for the Basic Education level as the initial focus for improving the education unit.

In Asep Suryana, M.Pd., (2010), the monitoring principles are as follows:

a.   Monitoring must be carried out continuously
b.   Monitoring must be a feed for improving organizational program activities
c.   Monitoring must provide benefits to both the organization and the users of the product or service.
d.   Monitoring must be able to motivate staff and other resources to excel
e.   Monitoring must be oriented towards applicable regulations
f.   Monitoring must be objective
g.   Monitoring must be oriented towards program goals.

Regarding evaluation principles, there are 4 principles stated, namely:

a.   The principle of sustainability, meaning that it is carried out continuously.
b.   Comprehensive principle, meaning that all aspects and components of the program must be evaluated
c.   Objective principle, meaning that its implementation is free from personal interests.
d.   Valid principles, namely containing consistency that truly measures what should be measured (Fattah, 1996).

Policy monitoring and evaluation has general characteristics, as follows:

a.   *Basic Social Research*; namely, policy research must be carried out in accordance with scientific work procedures
b.   *Technical Social Research; namely*, policy research must be able to formulate strategic policies for which technical instruments can be developed
c.   *Polcy Research; must* produce public policy
d.   Comprehensive; namely, policy research must cover all variables that are related and relevant to the problem being studied in order to formulate a resolution policy

4.   CONCLUSION

Planning Data Based (PBD) is a way to use data on the Education Report Card platform for intervention by units, education offices and local governments on the quality and achievements of education. The aim of PBD is to achieve continuous improvement and improvement in the quality of education. So that the monitoring and evaluation process at the education unit level is easy to monitor, where Data Based Planning (PBD) must be included in the annual work plan and school budget activity plan. This research examines the transformation of data-based planning in monitoring and evaluating school programs to improve the quality of education. The research results show that by utilizing data effectively, schools can achieve improvements in the quality of education through:

1. **More Precise Decision Making:**Data helps schools determine appropriate programs and initiatives based on students' real needs.

2. **Measuring Program Progress:** Data enables regular tracking of program progress, so that learning gaps and program adjustments can be identified more easily.
3. **Identify Improvement Areas:** Data analysis helps identify areas that need improvement in school programs, so that focus and resources can be allocated optimally.
4. **Higher School Accountability:** Utilizing data increases school accountability by providing concrete evidence about program effectiveness and student learning outcomes.
5. **Improved Student Learning Outcomes:** The implementation of data-based planning consistently contributes to improving overall student learning outcomes.

      This research makes an important contribution to the field of education, especially in terms of planning, monitoring and evaluating school programs. The results of this research can be used by schools as a guide to improving the quality of education through effective use of data.

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