

Analysis of Rapor Pendidikan as a Reference for Data-Based Planning

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Abstract--- This study aims to analyze the Rapor Pendidikan as the basis for data-based planning at Yanuri Junior High School. The Rapor Pendidikan is an overview of the quality of education to evaluate academic and non-academic achievements and map development needs according to school conditions. This study uses a descriptive approach of analysis with qualitative methods, involving the analysis of school data in various aspects of education such as student competence, teacher performance, and school management. The data in this study was obtained from a documentation study of the results of the 2024's Rapor Pendidikan and interviews with school principals. The results of the study show that the Rapor Pendidikan contributes to planning data-based school programs systematically and setting more targeted planning priorities. Because the result of rapor pendidikan which taken from the sheet of priorities action guides the school to determine the program with comprehensive data and some suggestions to handle the root of problem. The conclusion of this study is that Yanuri Junior High School uses Rapor Pendidikan as a reference in data-based planning to improve the quality of learning at school.

Keywords— *Rapor Pendidikan; Data-Based Planning*

I. INTRODUCTION

Education is a process that continues from human beings born in the world to the end of life so that access to education is needed by every human being living in the world. BPS data related to the school participation rate in the age range of 7-18 years reached 73.42%. The data explains that most school-age children have earned their right to formal education. However, the struggle to advance education in Indonesia does not stop at the high participation rate of formal schools, one of the next challenges is to ensure the quality of education is evenly distributed in every school.

The OECD conducted a study in 2013 that efforts to improve the quality of education carried out by several developed countries are by conducting evaluations and assessments. In the study, it is explained that the government focuses on evaluation and assessment of education units, school stakeholders, students, teachers and the education system as a whole as a reference to improve the performance of all school residents. Because to assess the system and educational units, it is carried out through the evaluation of student learning

outcomes, leadership, and teaching and learning practices (Sulistyo et al., 2024).

"Improving the quality of education is difficult to do due to planning that is not based on data" (Ministry of Education, Research and Technology, 2021). Therefore, data-based planning is carried out as an effort to improve the quality of education, so that a program under the concept of Freedom of Learning called Rapor Pendidikan was born.

In this case, the Rapor Pendidikan is the primary source in data-based planning by each school to subsequently prepare an annual school work plan as a guide in carrying out educational improvement and development activities. Therefore, this study aims to find out the results of the Rapor Pendidikan at Yanuri Junior High School in 2024, to find out the data-based planning process carried out at Yanuri Junior High School and to analyze the Rapor Pendidikan used as a reference in data-based planning.

II. THEORETICAL FOUNDATIONS

The Rapor Pendidikan is a report platform for the evaluation results of educational services that presents comprehensive data as a reference for follow-up to improve the quality of education for each school in order to improve the quality report card compiled by instruments and evaluation processes that focus on student learning outcomes (Nurcahyati et al., 2024). Rapor Pendidikan's report are a primary source that has been verified with high validity and reliability so that they can be used in data-based planning. With planning activities, the management process can be continued to the next stage, namely organization, implementation and evaluation. Good and comprehensive planning can lead to the goals, vision and mission of the school effectively and optimally (Setyawan, 2014).

Rapor pendidikan aims to assess educational performance at each level of education from micro to macro levels. At the micro level, assessments are carried out through the procurement of national assessments that measure the quality of

literacy, numeracy, and character learning as well as a survey of the quality of the learning environment.

The Rapor Pendidikan is assessed based on 6 pillars including literacy skills, numeracy, character, school safety conditions, and diversity conditions schools, school quality and learning quality (Sujaya et al., 2023). in order to increase the competitive attitude of students to realize quality education (Ferry & Muspawi, 2023). As a form of effort to improve the quality of education, the government has made various efforts, one of which is sustainable with the Rapor Pendidikan is a data-based planning model. The PBD model encourages schools to evaluate Rapor Pendidikan. Evaluation through Rapor Pendidikan is described by activities to identify the root of the problem, ensure effectiveness and efficiency in the implementation of education, curriculum implementation and overall school performance.

Data-based planning refers to the information listed on the Rapor Pendidikan, such as providing an understanding of learning outcomes and identifying challenges. In preparing data-based planning, schools can refer to several dimensions contained in the Rapor Pendidikan, including the input section (quality of human resources and schools): Dimension C (competence and performance of PTK) and dimension E (participatory, transparent, and accountable school management). Process part (quality of student learning): dimension D (quality and relevance of learning). The output section includes dimension A (quality and relevance of student learning outcomes) and dimension B (equitable distribution of quality education) (Budi Teguh Harianto, 2023).

The steps in PBD consist of identification, reflection and making improvements. Identification is the initial process, namely by analyzing each achievement of the indicators presented so that it can find focus areas that need to be improved. The next process is reflection, namely identifying the root cause of the problem from indicators with low achievement criteria as an effort to plan solutions to make improvements (Dewi Nur Laksmi, 2024). Steps in GDP are usually abbreviated as IRB and are understood by "identifying priority indicators that are lacking and need special attention, reflecting on the root causes of low achievement priority indicators, and fixing achievements using improved inspiration." (Rubiherlan et al., 2024)

III. METHOD

In this study, the author uses a descriptive analysis approach, namely the process of analyzing and interpreting data with sources in the form of text, in this study, the text in question is in the form of a download from the summary of the 2023 Rapor Pendidikan of Yanuri Junior High School. The results of the analysis and interpretation are in the form of narratives and direct quotes from data that support the findings and

interpretations. This research was carried out by a qualitative method, namely a research procedure involving data and information, the results of interviews with respondents as research subjects.

The qualitative method aims to understand an activity by prioritizing the communication process between the researcher and the research subject or resource person. The data collection technique used is an interview to obtain in-depth information with open-ended questions sehingga narasumber can convey answers broadly and are not limited by closed answers such as yes or no. Interviews were conducted with the principal to ask more in-depth questions related to the use of Rapor Pendidikan, the reality related to the data-based planning process and the reality of the results of the Rapor Pendidikan in schools. Interviews were chosen to reinforce the documentation study technique. The document used to analyze is an excel file downloaded from the Rapor Pendidikan which contains a summary of the evaluation and assessment of the school.

IV. RESULTS AND DISCUSSION

1. SMP Yanuri Profile

Yanuri Junior High School is located in Kalideres, West Jakarta, and has been established since 2010 led by Principal Dra. Manerah. This school accommodates 287 students spread across 9 study groups: class VII with 3 groups, class VIII with 3 groups, and class IX with 3 groups. Each group consists of 30 to 34 students. Yanuri Junior High School received B accreditation, and has 20 educators consisting of 13 Foundation Permanent Honorary Employees and 7 Foundation Non-Permanent Honorary Personnel. Since 2023, Yanuri Junior High School has adapted the Independent Curriculum with the Independent Learning category in all grade VII.

2. Yanuri Junior High School' Rapor Pendidikan Results 2024

The 2024 Yanuri Junior High School's Rapor Pendidikan shows good achievements. Some of the indicators are as follows, namely literacy ability, numeracy ability, character, learning quality, school safety climate, and diversity climate. In literacy ability, it got a good achievement with a score of 88.89 that most students have reached the minimum competency limit for reading literacy and have increased by 6.67 from the previous year. The numeracy ability of Yanuri Junior High School is in the good category with a score of 80 which explains that most of the students have reached the minimum competency limit for numeracy and increased from the achievement in the previous year with an increase of 17.78.

As for the character based on the average moral values in humans and nature, state morality, mutual cooperation, creativity, critical reasoning, global diversity and independence in the character survey experienced a decrease in value achievement from the previous year. This year, Yanuri Junior

High School received a score of 54.22, down 0.41 from 54.63 included in the good category. This score explains that students are used to applying the values listed in the character assessment indicators in daily life.

In the dimension of learning quality, it received a moderate achievement score with a value of 58.31. In the sense that learning leads to an improvement in quality which is shown by a conducive classroom atmosphere and the existence of affective support and cognitive activation from teachers. Because in this dimension it gets a moderate score achievement, it is one of the aspects that is recommended to be improved or included in the program priorities in preparing activity plans and school budgets.

The reflection and learning aspect by teachers in the dimension of learning quality received a low achievement score with a score of 50.87, which means that efforts to improve the quality of learning are sporadic (irregular/not in accordance with standards) just to complete tasks. Teachers use repetitive methods to carry out learning and there is no reflective process.

Then, in instructional leadership related to improving the quality of learning based on the learning environment survey. Visionary instructional leadership with reference to the visions and missions of the education unit consistently includes communicating the visions and missions to the citizens of the education unit so that planning, practice and assessment of learning are oriented towards improving students' learning outcomes through program support, incentive systems or adequate resources that have an impact on the culture of teachers to reflect and improve learning. This aspect is included in the good category with a score of 51.35.

The security climate aspect of the education unit was obtained with the index value of security, bullying, corporal punishment, sexual violence, cigarettes, liquor, and drugs based on the learning environment survey. This aspect received an achievement score of 68.16 in the good category. The education unit has a safe educational unit environment, as can be seen from good psychological well-being and low cases of bullying, physical punishment, sexual violence, and drug abuse. The education unit can maintain the quality of the citizens of the education unit in preventing and handling cases to create a security climate in the environment of the education unit.

The climate of gender equality received a good score with an achievement of 67.43, namely the Education Unit actively socialized and voiced support for the importance of realizing equality of civil rights between gender groups on the basis of the principle of justice. Meanwhile, in the diversity climate, it got an achievement score of 72.62, namely in the good category that the education unit has been able to present an atmosphere of learning process that upholds religious tolerance/belief and culture; get a quality learning experience; supporting

religious/belief, and cultural equality; and strengthening nationalism.

Furthermore, in the climate of inclusivity, it received a score in the good category, namely at 57.46 that the education unit has been able to present an atmosphere of the learning process that provides friendly services for students with disabilities and intelligent with special talents.

Then in the aspect of participation, the education unit received a moderate achievement score, namely with a total of 69.51 education units involving parents and students in several activities in the education unit, especially in the form of academic and or non-academic activities. Then in the proportion of school resource utilization for quality improvement, the achievement score is less which is 26.12, which explains that the education unit has a low proportion of school resource utilization for quality improvement.

Furthermore, the aspect of ICT utilization for budget management received an achievement score in the good category, which was 68.47. This explains that the education unit has a high proportion of online BOS fund spending. And the last dimension, which is related to programs and policies of the education unit, gets an achievement score of 71.49, which is included in the good category, namely the education unit involves parents and students in several activities in the education unit, especially in the form of academic and or non-academic activities.

3. Data-Based Planning Process at Yanuri Junior High School

Data-based planning (PBD) has urgency so that education units can carry out programs and procurement that are right on target, so that they can improve the quality of education in their education units. In compiling data-based planning, education units can refer to the achievement of the five dimensions of the education report card (Budi Teguh Harianto, 2023). As conveyed by the Ministry of Education, Culture, Research and Technology is a change in habits to encourage education units and education offices to develop activities to improve learning outcomes based on facts that are useful for identifying problems based on the indicators displayed in the Rapor Pendidikan and then reflecting on achievements, equity, and learning processes in each education unit and region, then making improvements through the formulation of activities in the form of activity plans and budgets for education units (BOS and BOP) and regions (APBD).

Steps of the PBD cycle in the educational unit:

Step 1: Educational Profile Analysis

Step 2: Root Cause Analysis

Step 3: Discussion of programs and activities

Step 4: Include the results of the formulation in the planning and budget document

Step 5: Implementation of activities

Step 6: Monitoring and Evaluation

The results of data-based planning can be a source or material to make RKJM (Medium-Term Work Plan), RKT (Annual Work Plan) and RKAS (School Budget Work Plan).

Data-Based Planning can be done in three ways, namely PBD by exploring the dashboard of the Education Report platform, PBD by analyzing the download of the Rapor Pendidikan (recommendation priority sheet) and PBD by analyzing the download of the Rapor Pendidikan (Education Report sheet).

Based on an interview with the Principal, Mrs. Dra.Manerah, Yanuri Junior High School carried out planning process activities by reviewing the results of the Rapor Pendidikan, from the results of the study the results of the identification were obtained, namely the root of the problem from the results of the summary of recommendations and then from the results of the identification, the school carried out a reflection process related to the shortcomings and things that need to be improved related to the dimensions contained in the Rapor Pendidikan. After the reflection process is complete, the school gets some recommendations or inspiration for improvement activities. From these inspirations, schools can choose or develop related inputs obtained based on the results of the Rapor Pendidikan.

4. Analysis of Rapor Pendidikan as a Reference for Data-Based Planning

There are various ways to conduct data-based planning analysis with Rapor Pendidikan. In this discussion, one of the methods is used, namely taking a download of the educator's report card with a recommendation priority sheet. Here's what the recommendation sheet looks like:

REKOMENDASI PRIORITAS PBD SMP YANURI TAHUN 2024

Lampiran diunggah 06-Mei-2024

No	Identifikasi Indikator prioritas yang memerlukan tindakan segera	Level Capaian	Nilai Capaian	Akar Masalah Indikator yang memerlukan capaian indikator prioritas (akar masalah yang perlu indikator prioritas)	Registra Besski Control Registra yang dapat diunggah di Besski	Inspirasi Kegiatan Besski Control Registra yang dapat diunggah di Besski	Tujuan Referensi Besski Registra prioritas Materi	Registra ARKAS Pembaca atau Registra JKS Registra yang dapat diunggah di ARKAS
				Level 1 Indikator yang memerlukan tindakan segera	Level 2 Indikator yang memerlukan tindakan segera			
1	D.1 Kualitas pembelajaran	Subang	58,31	D.1.1 Kualitas pembelajaran	D.1.1.1 Kualitas pembelajaran	Pengelolaan kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi
2	D.1 Kualitas pembelajaran	Subang	58,31	D.1.1 Kualitas pembelajaran	D.1.1.1 Kualitas pembelajaran	Pengelolaan kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi
3	A.3 Karakter	Sub	54,22	A.3.1 Karakter	A.3.1.1 Karakter	Pengelolaan kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi	1. Kapasitas proses pendidikan dan pendidik yang memenuhi standar kompetensi guru dan tenaga kependidikan yang memenuhi standar kompetensi

Figure1: Recommendation sheet of Data based planning SMP Yanuri 2024

From figure 1, it can be identified that the root of the problem that gets a poor score is in the dimension of learning quality, precisely in the reflection and improvement of learning by teachers in the learning sub-indicator about learning with an achievement score of 50.87. Respondents revealed that for special programs related to improving teachers' ability to reflect through discussions with teachers about the benefits or importance and forms of reflection activities in learning, for example through questions to students or by asking students to explain what has been obtained during learning.

Research on reflection is part of learning evaluation to improve the quality of learning as follows:

Learning reflection involves the teacher's critical process of evaluating the teaching experience, identifying strengths and weaknesses, and designing improvements to improve learning effectiveness. The success of teaching is reflected in the results of participant evaluations and students' ability to reflect on things obtained during learning (Hasmawaty et al., 2024).

Research (Pranyoto, 2016) explains that the application of the reflection habituation method is effective and significant to improve cognitive learning outcomes. This conclusion is supported by data from observations, tests and studies of students' daily reflection journal documents which state that they are satisfied and happy with the learning process with the reflection method because it can improve their mastery of the material and memory during the learning process. The application of the reflection method not only improves learning outcomes but also increases their motivation to learn and mastery of materials, concepts and other competencies such as their ability to manage emotions, interpersonal, intrapersonal and spiritual intelligence.

The research (Khodijah, 2014) provides several knowledge related to reflection techniques including closing circles, index cards, journal writing, and letter writing. Closing circles, which is closing the lesson by forming a circle in the class, then each student is asked to state what they have just learned, what they have not understood from the lesson, and what they will do later to follow up on what they have learned. Index Card, which is using a blank card/sheet used by each student to write down what they think and feel during the lesson. Journal writing, where students are asked to write down what they think and why. Letter writing, which is where students are asked to write a letter to a person or to a learned field of study about their thoughts and feelings in learning the newly taught lesson.

From the data above, it can be identified that the quality of learning with the sub-indicator of learning methods at Yanuri Junior High School gets a moderate achievement category, with a score of 58.31. Based on the quality achievement of the Rapor Pendidikan, Yanuri Junior High School designed a workshop to empower teachers in understanding and implementing

interactive learning methods. As a result of the interview, the respondents said that all teachers were required to take part in the workshop.

Workshop activities designed by schools to improve the quality of learning can improve teachers' insight and skills in the use of interactive media, both online and offline learning, as shown by the results of research conducted by (Mariah, 2021) on optimizing the use of interactive learning media for teachers in se_DIY and Central Java.

Next, PAI teachers at SMP Muhammadiyah 3 Medan apply various learning methods in accordance with the principles of the Independent Curriculum, such as group discussions, project-based learning, and problem-based learning methods. This is in line with research conducted by Putri & Rahmawati, which states that the use of varied learning methods can increase students' interest in learning and make them more active in the learning process (Putri, 2021). Observations that have been made Support the study that students become more enthusiastic when involved in group discussion activities and learning projects, especially when the topic is discussed relevant to their daily lives. In addition, the use of digital learning media, such as videos, presentations, and online quiz applications, to help students understand the material better. The results of interviews with students showed that the use of interactive learning media made them more motivated to learn. This finding is consistent with Arsyad's research, which states that the use of interactive learning media can improve students' understanding of learning materials (Arsyad, 2020) in (M. Aldi Nasution, 2024).

Another supporting research related to this is in (Fathahillah et al., 2023) that the use of learning media in the classroom can help students understand and remember learning information more easily and effectively, as well as increase student interaction and learning motivation. This is considered important to develop teacher competencies so that training/workshops can improve teachers' ability to develop more innovative and effective teaching techniques so that they can improve the quality of learning in the classroom and achieve the desired learning goals.

Then to follow up on the workshop activities, the school supervises learning for teachers. It is hoped that through supervision activities, each teacher can implement in the classroom related to interactive learning methods. The supervision carried out is continuous and continuous to see the progress of each teacher's ability.

Research that supports that supervision can improve the quality of learning in (Nur Asnani Nasmin et al., 2023) that academic supervision can improve teacher competence so that the quality of learning can be better. Through academic supervision, teachers will be more skilled in developing their personality, pedagogic, professional, and social competencies.

Therefore, the development of all teacher competencies must be covered in academic supervision. The supervision process involves identifying important conditions or prerequisites that will ensure the achievement of educational goals. To ensure the achievement of the school's educational goals as much as possible, the principal's duties as supervisors require that the principal be proficient in investigating, finding, and determining the necessary conditions for the success of his school. The efforts of the principal in his capacity as a supervisor will have an impact on improving the professionalism of teachers. In this capacity, the principal will be able to direct the development of a positive work environment where teachers and education staff can develop their potential and creativity.

Furthermore, research conducted by (Ahmad et al., 2023) on the implementation of education supervision by school principals shows that supervision brings significant benefits to teachers in dealing with various educational problems during learning, as well as motivating teachers to continue to improve their knowledge, making them professional teachers in carrying out learning.

Indicators of the success of the implementation of clinical supervision at SMPN 3 Rimau Island include 1) increasing teachers' ability to plan, implement, and evaluate in the learning process; 2) the quality of learning carried out by teachers to be better so that it is expected to affect the quality of learning outcomes achieved by students in line with the research of Renata et al. (2018), there is a collegial relationship between the principal and teachers in solving learning problems and their professional tasks in accordance with the findings of Murtiningsih et al. (2019). Clinical supervision needs to be carried out by the principal in order to help teachers overcome problems faced by teachers in learning. This is related to four aspects, namely the following.

Quality of the Learning Process in the Classroom: The learning process is the most important factor because it is directly related to changes in student behavior. The learning process carried out by teachers is not optimal in the sense that they have not achieved the desired results in changing student behavior. Many factors can determine the success of the learning process. These factors include: teachers' abilities and expertise, subject characteristics, learning facilities and facilities. For this reason, clinical supervision carried out by school principals needs to pay attention to these factors so that the quality of the learning process can achieve optimal results.

Teacher Professionalism: The main task of teachers is to plan and implement learning, carry out assessments of students' learning processes and outcomes, and provide guidance and training. Therefore, teachers must master the field of knowledge that will be the learning material and master technology or learning strategies. Efforts to foster and develop these skills must be carried out both by the teachers themselves and by other

responsible parties such as school principals, as part of efforts to improve teachers' professional abilities (Kristiawan and Rahmat, 2018).

Responsibilities of the Principal: The principal is an education staff who is appointed, given duties and responsibilities as well as authority by the government to carry out academic supervision and managerial supervision at the school that has been appointed. Academic supervision is carried out by assessing and fostering teachers in learning aspects in order to improve student learning outcomes. The managerial supervision carried out is by assessing and fostering teachers and school staff in the aspect of school administration management in order to improve school performance. So the responsibility of the principal in carrying out supervision is a) improving the quality of education implementation in schools, and b) improving the quality of student learning outcomes through the learning process carried out by teachers (Kristiawan and Rahmat, 2018).

Improving the Quality of Education: In learning activities, there are four educational standards because in the learning process there are students or subjects who learn (process standards), there are teaching materials (content standards), there are teachers (learning facilitators) and there are assessments (assessment standards). The position of the learning process in improving the quality standards of education is very important. In relation to clinical supervision, which focuses more on efforts to improve the quality of the learning process, is a very meaningful effort to improve the quality of education in educational units. The government, especially the Ministry of Education and Culture, has set an educational vision, namely to form intelligent, competitive and dignified human beings with four strategic pillars, namely thinking, feeling, heart and sports. Government Regulation No. 19 of 2005 stipulates the existence of eight national education standards as a reference in improving the quality of national education. The educational standards that must be achieved are: (1) Graduate Competition Standards; (2) Content Standards (curriculum); (3) Standard Poses (learning); (4) Assessment Standards; (5) Standards for educators and education personnel (teachers, principals, school supervisors); (6) Standards of Facilities and Infrastructure; (7) Financing Standards; and (8) Management Standards (Kartini & Susanti, 2019).

V. CONCLUSION

The results of the 2024 Rapor Pendidikan generally get a good average and there is one indicator that gets poor achievements, namely in the dimension of learning reflection with a score of 50.87. and one dimension that gets a medium achievement value, namely the quality of learning sub-indicators of learning methods and junior high school Yanuri prepares activity planning based on the data from the results of

the Rapor Pendidikan by reviewing the results of PBD priority recommendations to then prepare an activity plan based on the availability of the school budget. Each educational unit should use the Rapor Pendidikan to plan activities at school because the results of the Rapor Pendidikan are a representation of the performance of the education unit in a certain period of time.

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