



ANALYSING THE NATIONAL EDUCATION REPORT CARD AS A QUALITY MANAGEMENT INSTRUMENT

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Abstrak

Penelitian ini bertujuan untuk membahas pentingnya peran analisis Rapor Pendidikan Nasional sebagai instrumen manajemen mutu pendidikan. Fokusnya adalah pada pentingnya konsistensi dalam menguraikan data rapor untuk mengevaluasi kinerja siswa, guru, dan kebijakan pendidikan secara keseluruhan. Melalui pendekatan ini, artikel ini menggambarkan bagaimana analisis yang tepat dapat memberikan pandangan mendalam tentang tren pendidikan, mengidentifikasi potensi perbaikan, dan mendukung pengambilan keputusan berdasarkan data. Laporan ini juga menyoroti dampak konsistensi penelitian terhadap efisiensi sistem pendidikan nasional, memberikan dasar untuk mengembangkan strategi yang lebih efektif untuk meningkatkan kualitas pembelajaran secara berkelanjutan.

Kata Kunci: Rapor Pendidikan, Instrumen Manajemen Mutu

Abstract

This research aims to discuss the crucial role of analysing the National Education Report Card as an instrument of education quality management. The focus is on the importance of consistency in deciphering report card data to evaluate student, teacher and overall education policy performance. Through this approach, the article illustrates how appropriate analyses can provide an in-depth view of education trends, identify potential improvements, and support data-driven decision-making. The report also highlights the impact of consistency in research on the efficiency of the national education system, providing a basis for developing more effective strategies to improve learning quality sustainably.

Keywords: Education Report Card, Quality Management Instrument

A. INTRODUCTION

The education system plays a crucial role in producing highly competitive Indonesian individuals, both nationally and internationally, and quality assurance measures are essential to improve and develop the education sector to its full potential and ensure the nation's progress. To achieve this goal, systems must be established to strengthen and enhance the quality of education, encourage cooperation and collaboration among stakeholders, and encourage all responsible parties to advance education. With Ministry of Education Regulation No. 29/2005, the government appointed the National Accreditation Board for Madrasah Schools (BANSM) to assess programme quality.

Every citizen has the right to quality education. To enable the provision of high-quality instruction, every educational institution or programme must meet or exceed the standards set through the accreditation process (Cahyono et al., 2015). The government conducts accreditation to assess the feasibility of educational programmes and units to improve the quality of national education in a gradual, planned, and measurable manner as mandated by Article 60 of Law No. 20/2003 on the National Education System. Permendiknas No. 29/2005 on the National Accreditation Board for Schools/Madrasahs (BAN-S/M) is by Government Regulation No. 19/2005 on National Education Standards (Permendiknas, 2005).

Government regulation 57 of 2021 states that the education profile can be identified and used as the basis for preparing the report card of the education unit or local government, which reports on specific indicators of the education profile. The education unit or local government's education profile and report card results are periodically evaluated internally and externally. The internal evaluation is conducted by the education unit to be used as the basis for preparing the annual school work plan (RKTS) and as a reference for designing the local government work plan (RKPD). External evaluations are conducted by local government evaluations that compare performance achievements through the achievement of Minimum Service Standards (MSS) and (re)accreditation of schools by BAN (visitation only in schools that fulfil specific criteria).

Permendikbudristek No. 09 of 2022 states that the education report card assesses education units' performance in delivering Basic Education and Secondary Education services in each education unit. The National Education Report Card is an online platform that evaluates the education system, aiming to improve the quality of the report. It differs from the Quality Report Card, which measures the achievement of eight indicators based on the National Education Standards through data obtained from Dapodik and other sources. The National Education Report Card is a refined form of the Quality Report Card, a

comprehensive evaluation of the education system that serves as a reference for education units and local governments to identify and improve the quality of Indonesian education. The administrative burden of education units can be reduced by not having to enter the data itself, and the Education Report Card is expected to include mapping the quality of education and providing recommendations for data-based planning (PBD).

Education report cards and accreditation are evaluation tools of the education system that aim to objectively analyse, plan, and monitor the improvement of education quality. Therefore, the author is interested in exploring the consistency of the indicators of assessment instruments in the education report card and accreditation, where both instruments are used as a basis for policy-making in the development of Indonesia's educational progress. This article will discuss analysing the differences and similarities of the education report card with accreditation (IASP2020) as a consistency analysis of the 2020 education unit accreditation instrument (IASP2020) with the education report card as an instrument of education quality assurance in Indonesia.

B. RESEARCH METHODS

The qualitative research method with a literature study approach involves collecting data to understand and study theories from relevant literature. There are four stages of desk research: preparing the necessary tools, preparing a working bibliography, organising time, and reading or recording research materials. This data collection uses a method of sourcing and constructing from various sources, including books, journals, and previous research. The literature materials from multiple references should be critically analysed to support the propositions and ideas.

C. RESULTS AND DISCUSSION

Quality assurance of education is a mandate of Law No. 20 of 2003 concerning the National Education System, further confirmed in Permendiknas No. 63 of 2009 concerning the Education Quality Assurance System (SPMP). Education quality assurance is a systemic and integrated activity by education units or programmes, education unit or programme providers, local governments, governments, and communities to raise the level of intelligence of the nation's life through education. The ultimate goal of SPMP is the high intelligence of human life and the country as envisioned by the Preamble of the 1945 Constitution of the Republic of Indonesia. Quality can be defined as the

overall characteristics of goods or services that demonstrate their ability to fulfil expected needs (Anangsya & Ardiansyah, 2022).

Quality in Total Quality Management (TQM) as a relative concept is not absolute, meaning that close is not something ascribed to the product or service. Still, there is quality if the service meets specifications or standards. Based on some of the above definitions, it can be seen that quality is a description of a product that shows quality in fulfilling satisfaction or things that customers want and by the objectives (Herawan, 2008).

Achievement of the National Education Standards is evaluated through the education system and accreditation of education units to encourage sustainable education quality assurance. The indicators in the National Education Standards are grouped into five main dimensions (A to E).

Table 1. Differences between education report card and accreditation (quality report card)

Criteria	Accreditation	Education Report Card
Assessment indicators	Measuring 8 indicators of educational attainment based on national education standards	It is based on education inputs, processes and outputs. The indicators are derived from the 8 National Education Standards
Data source	The data is sourced from Dapodik data and also the results of direct input from education units through the EDS application.	Data is taken from various existing systems and data sources. Such as Dapodik, SIMPKB, AN, BPS, SIPLah, ARKAS, and other relevant sources.
Form of Evaluation	☐ an internal quality assurance instrument in the form of an education unit self-evaluation, where the indicators measure the achievement of eight national standards. ☐ Summative	☐ Evaluation of the education system is carried out in the form of data analysis of education units, educators, education personnel, and local governments. ☐ Formative

Source: (*Pskp.Kemdikbud.Go.Id*, n.d.)

Through the mandate of Government Regulation No. 57 of 2021 on National Education Standards, the Ministry of Education and Culture issued Permendikbudristek No. 9 of 2022 on Education System Evaluation. The education report card is mentioned in Article 11, paragraphs (1) and (2) and Article 21, paragraphs (1) and (2) of the Permendikbudristek as a selected

indicator of the education profile that reflects the priorities of the Ministry and consists of an education unit report card, an equivalency education programme report card, a regional education report card, and a national education report card.

In a broad sense, education quality is determined by the level of success of all factors involved in achieving educational goals. In addition, the quality of education is not only determined by the school as an educational institution but also must be adjusted to the view and expectations of society, which tends to develop constantly along with the progress of the times. Along with this trend, the community's assessment of the quality of school graduates is continually evolving. To answer this, schools must continuously improve the quality of their graduates, adjusting to the development of community demands (Herawan, 2008).

The quality of education is multi-dimensional, covering aspects of inputs, processes and outputs (outputs and outcomes). Therefore, education quality indicators and standards are developed holistically, starting from inputs, methods and results. Thus, what is meant by the Quality of Educational Institutions is the quality of the various services provided by educational institutions to students and teaching staff for a quality learning process so that graduates can be helpful and utilised as much as possible by the community in their fields.

Table 2: Similarities Between Education Report Card and Accreditation (Quality Report Card)

Criteria	Accreditation	Education Report Card
input GTK	C. Competence and performance of E. Participatory, transparent and accountable school management	☐ dimension 1 (competence and performance of teachers and education personnel) ☐ dimension 2 (participatory, transparent and accountable school management).
process	D. Quality and relevance of learning	dimension 3 (quality and relevance of learning)
Output student	A. Quality and relevance of learning outcomes B. Equitable distribution of quality education	☐ dimension 4 (quality and relevance of learner learning outcomes) ☐ dimension 5 (equitable distribution of quality education)

Source: (Malik, Nyoto, Arismunandar, Susetyo, & Anjaya, 2022)

Minimum Service Standards (MSS), which are minimum standards for the fulfilment of government affairs, one of which is education, as mandated by Law Number 23 of 2014 concerning Regional Government, act actively to become an indicator of the successful implementation of government affairs in the regions.

In connection with the SPM, the Ministry of Home Affairs issued Permendagri Number 59 of 2021 concerning the Implementation of Minimum Service Standards, where it is stated in the Appendix to the Permendagri that the fulfilment of the minimum criteria for education affairs in the SPM is based on data available on the Ministry of Education and Culture's Education Report Card platform so that from this norming, it can be seen the need to use the report card which is the mandate and basis for every education stakeholder at the Central Government, Local Government, and Education Unit levels to evaluate and plan education.

Quality control in quality management is a system of routine technical activities designed to measure and assess the quality of products or services

provided to customers. Control is needed in quality management to ensure that activities are according to the plan set and that the products meet customer expectations. Quality control tasks can be carried out by measuring differences such as planning, design, appropriate procedures or equipment, inspection, and taking corrective action against these deviations, including products, services, processes, outputs and standards that are as physical as possible. Therefore, quality control is an effort to keep the activities carried out according to plan and produce work by predetermined criteria; *quality control may generally be defined as a system used to maintain a desired level of quality in a product or service* (Mitra, 2012).

D. CONCLUSIONS

Consistency in the analysis of the National Education Report Card as a quality management instrument is essential to ensure the continuity and improvement of the education system. Through this consistency, we can identify trends, weaknesses and successes in the education process. The National Education Report Card serves as a guidepost for evaluating student achievement, teacher effectiveness and education policy. Analytical consistency allows the government and relevant agencies to make accurate and relevant data-based decisions. By understanding this consistency, we can design more effective education strategies, correct inappropriate policies, and empower educators to improve the quality of learning. Consistency in the National Education Report Card analysis is not just an administrative task but a deep commitment to achieving sustainable and inclusive education quality.

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