Utilization of Educational Reports in Improving Teacher Performance and School Quality at SD Negeri 2 Purbowangi

Muji Aris Harnani*, Saryanto

Department of Education Management, Universitas Sarjanawiyata Tamansiswa, Indonesia

*Corresponding author Email: saryanto@ustjogja.ac.id

Abstract

Implementing education report cards still faces challenges, such as low data literacy, limited internet access, and lack of intensive training for teachers and principals. Most schools have not utilized education report card data optimally. Many schools do not systematically utilize education report card data in a real action plan. This article aims to determine how using education report cards improves teacher performance and school quality at SDN 2 Purbowangi. This research method uses a qualitative descriptive approach with a case study design. Using education report cards with the right strategy can improve teacher performance and school quality at SDN 2 Purbowangi. Using data in education report cards helps educational units identify problems, set priorities, determine root causes, and design programs relevant to problem indicators systematically and in a structured manner. Success in reading educational report card data into concrete actions gives educational units definite steps to improve school quality. Teacher training programs, workshops, In House Training (IHT) can improve teacher performance. However, this study also shows several obstacles, such as a lack of knowledge in interpreting data, less fundamental root cause data, and many misconceptions between principals and teachers. Schools are expected to form a special team responsible for supporting the use of educational report cards.

Keywords: *Education Report Card, Teacher Performance, School Quality.*

1. Introduction

Education is essential in developing a country's Human Resources (HR). Education has a strategic role in building the quality of human resources to increase a country's competitiveness. Since 2021, the government, through the Ministry of Education, Culture, Research and Technology, has conducted a National Assessment (AN) to map the quality of education in all schools, madrasas, and elementary and secondary school equivalency programs. The National Assessment provides information regarding education quality development over time and gaps in the education system [1]. Improving teacher performance and school quality are the main focuses of improving the quality of education. Success in education depends on the level of school quality and teacher performance achieved; school quality and teacher performance can be the difference between the success or failure of a school [2]. To achieve sustainable education quality, the Ministry of Education, Culture, Research, and Technology launched the Education Report policy to conduct evaluations and reflections and support Data-Based Planning (PBD) for elementary and secondary educational units [3]. The Education Report Card contains essential information related to student achievement, teacher performance, and the quality of education at the academic unit, making it easier for educational units to identify problems, set priorities, and design effective improvement programs to improve educational services [4]. The education report card also presents a more integrated approach to evaluating educational achievements because the education report card uses data from the National Assessment and Learning Environment Survey.

According to Permendikbud No. 39 of 2021, the education report card is essential in increasing school transparency and accountability [5]. The education report card is a strategic tool that supports data-based planning at various levels of education [6]. Implementing the education report card still faces many challenges, such as low data literacy, limited internet access, and lack of intensive training for teachers and principals [7][8]. Therefore, collaboration between the central government, regional governments, schools, and the community is key to increasing the effectiveness of the education report card report. Most schools have not utilized education report card data optimally. Many schools do not systematically utilize education report card data in real action plans. Many schools still use

conventional methods in school planning, so they have not achieved the desired school quality targets [9][10]. Based on the background, the formulation of the Problem in this study is how the use of educational report cards can improve the performance and quality of SDN 2 Purbowangi. This study aims to determine how educational report cards can improve teacher performance and school quality at SDN 2 Purbowangi. The discussion will cover improving teacher performance and school quality using SDN 2 Purbowangi educational report cards.

2. Research Method

This research method uses a qualitative descriptive approach with a case study design at SDN 2 Purbowangi. The qualitative method is based on the philosophy of postpositivism, which is used to research the conditions of natural objects, and the researcher is the key instrument [11]. This descriptive qualitative method was chosen because the study's objective is to obtain in-depth information about using educational report cards to improve teacher performance and school quality at SDN 2 Purbowangi. Data were obtained through analysis of the 2024 educational report card documents (2023 National Assessment Results) and the 2025 educational report card (2024 National Assessment Results), research reports, and interviews with related parties such as principals, school supervisors, and teachers. This study focuses on understanding the planning process, the obstacles faced and the direct impact on teacher performance and the quality of the SDN 2 Purbowangi school. The data analysis involves three steps: data reduction, data presentation, and conclusion [12]. This study actively involves the principal and teachers in focused discussions to obtain data on the situation. Meanwhile, triangulation techniques are used to increase the validity and credibility of data from various data sources [13][14].

3. Result and Discussions

SDN 2 Purbowangi is one of the elementary schools located in Kebumen Regency, Central Java Province, responsible for improving education quality. The education report card, whose data comes from the National Assessment, reflects the quality of education organized by SDN 2 Purbowangi. The 2025 education report card resulting from the 2024 AN can be used as a reflection to improve school performance and quality with the Data-Based Planning (PDB) system. The following are the results of the 2025 SDN 2 Purbowangi education report card.

Table 1. Achievements of SDN 2 Purbowangi Education Report Card for 2025

		Achievement in 2024	Score in 2024	Achievement in 2025	Score in 2025	% Increasing
A.1	Literacy	Good	79.17%	Good	100%	20.83 %
A.2	Numeracy	Good	54.17%	Good	91.3%	37.13%
A.3	Character	Good	61.91%	Good	65.2%	3.29%
C.3	Training Experience	Good	78.57%	Good	79.6%	1.03%
D.1	Learning Quality	Good	61.78%	Good	69%	7.22%
D.2	Reflection and Teaching Improvement	Good	71.45%	Good	71.78%	0.33%
D.3	Instructional Leadership	Good	63.52%	Good	73.43%	10.91%
D.4	Educational Unit Security Climate	Good	70.65%	Good	86%	15.35%
E.1	Participation	Good	92.28%	Good	94%	1.72%
E.2	Proportion of School Resource Utilization for Quality Improvement	Good	29.15%	Good	61.38%	32.23%

Source: SDN 2 Purbowangi Education Report Card for 2025

Based on the results of the 2025 education report, SDN 2 Purbowangi experienced an increase in ten indicators (Literacy, Numeracy, Character, PTK Training Experience, Learning Quality, Reflection and Improvement of Learning by Teachers, Instructional Leadership, Education Unit Security Climate, Education Unit Community Participation, Proportion of School Resource Utilization for Quality Improvement). In the literacy indicator, SDN 2 Purbowangi achieved good results with a perfect score of 100%. This means that all students have reached the minimum competency limit for literacy, and compared to the score obtained in the previous year, 2025, the literacy indicator of SDN 2 Purbowangi increased by 20.83%. The literacy indicator is the indicator with the best achievement compared to other indicators. This means all students have reached the minimum competency limit for reading literacy.

The Numeracy indicator (domain competence of numbers, algebra, geometry, data, and uncertainty) achieved good results, with 91.3% of students having achieved minimum competency. With an increase of 37.13% from 2024 (54.17%), this indicator has the highest increase compared to other indicators. These data indicate that most students can think using concepts, procedures, facts, and mathematical tools to solve everyday problems in various relevant contexts. The character indicator achieved good results, with a score of 65.2% of students achieving minimum competency. The character indicator consists of the competency of believing and being devoted to God Almighty and having noble character, cooperation, creativity, critical thinking, global diversity, and independence, experiencing a score increase of 3.29% compared to the score in 2024, which was 61.91%. This achievement means that students at SDN 2 Purbowangi are accustomed to implementing the character values of Pancasila students who have noble morals, work together, are independent, creative, think critically, and are globally diverse in their daily lives.

The PTK training experience indicator achieved good results with a score of 79.6% in 2025, while in 2024, it achieved 78.57%. Based on these data, this indicator experienced a relatively low increase of only 1.03%. This indicator consists of the level of PTK participation in the Merdeka Mengajar Platform (PMM) and other training in the fields of study, pedagogy, and PTK management. The increase in this indicator indicates that teachers and principals are actively participating in the training program. The quality of learning is a crucial indicator for teachers because this indicator is an indicator consisting of classroom management competencies, psychological support, and learning methods. This indicator increased by 7.22% from 61.78% in 2024 to 69% in 2025. The quality of learning at SDN 2 Purbowangi shows optimal quality as indicated by a conducive classroom atmosphere, affective support, and cognitive activation from constructive teachers. The indicator of reflection and improvement of learning by teachers contains learning competencies about learning, reflection on teaching practices, and application of innovative practices. This indicator 2025 obtained a score of 71.78% with

good achievement, an increase of 0.33% from 2024, which was 71.45% with good achievement. This is the lowest increase in terms of percentage against other indicators. SDN 2 Purbowangi teachers actively improve the quality of learning after reflecting on past learning, exploring new teaching references, and innovating to present learning that sparks student involvement.

The instructional leadership indicator scored 73.43% with exemplary achievements in 2025, while in 2024 it scored 63.52%. Based on these data, this indicator has increased by 10.91%. This indicator contains the vision and mission of the educational unit, management of the educational unit curriculum, and support for teacher reflection. SDN 2 Purbowangi shows visionary instructional leadership by referring to the vision and mission of the educational unit consistently, including communicating the vision and mission to the citizens of the educational unit so that planning, practice, and assessment of learning are oriented towards improving student learning outcomes through program support, incentive systems or adequate resources that have an impact on the culture of teachers reflecting and enhancing learning. In the education unit, security climate indicators include students' psychological well-being, teachers' psychological well-being, understanding and attitudes towards bullying, students' bullying experiences, understanding attitudes towards physical punishment, students' physical punishment experiences, teachers' understanding and attitudes towards sexual violence, students' sexual violence experiences, teachers' understanding and attitudes towards cigarettes, alcohol and drugs, students' experiences related to cigarettes, alcohol and drugs. This indicator achieved good results, scoring 86% in 2025. This indicator experienced a percentage increase of 15.35% from 2024 of 70.65% with good results. SDN 2 Purbowangi has a safe education unit environment, as seen by good psychological well-being and low cases of bullying, physical punishment, sexual violence, and drug abuse. SDN 2 Purbowangi can maintain the quality of education unit residents by preventing and handling cases to create a safe education unit environment. The indicator of community participation in educational units increased by 1.72%, whereas previously, in 2024, it scored 92.28% with exemplary achievements, and in 2025, it scored 94% with exemplary achievements. These results show that SDN 2 Purbowangi has involved parents and students in academic and non-academic activities in the educational unit. The proportion of school resource utilization for quality improvement is an indicator that has increased quite significantly. In 2024, it scored 29.15 with exemplary achievements, rising to 61.38% with good achievements in 2025. This shows that SDN 2 Purbowangi has a high proportion of school resource utilization for quality improvement.

After understanding the education report, the next step is to carry out Data-Based Planning for the Education Report. Data-based planning is a form of data utilization on the Education Report platform as a form of intervention by education units or, offices or local governments toward the quality and achievements of their education. It aims to achieve continuous improvement and improvement of education quality [8]. The Education Report is a report on the results of the evaluation of education services as a refinement of the Quality Report compiled by evaluation instruments and processes that focus on student learning outcomes. Based on more objective data, the Education Report is a reference for evaluating the quality of education, data-based planning, and follow-up to improving the quality of education for both district/city, provincial, or central education units [9]. PBD is part of the internal system evaluation in the Education System Evaluation [10]. The performance indicators used as a reference for service quality are the Education Report indicators, namely indicators from dimensions D and E. There are three main steps in preparing data-based planning: identification, reflection, and improvement. The use of educational report cards to improve teacher performance and school quality begins with determining the priority of problems in academic units, namely identifying problems with relevant indicators. After the priority of the Problem is found, it is continued by determining the root of the Problem and improvement by determining solutions to answer the root of the Problem.

Table 2. The Root of the Problem of SDN 2 Purbowangi

Priority Indicators	The root of the Problem
Character	Critical Thinking
Learning Quality	Class Management
Security climate of educational units	Teachers' understanding and attitudes about cigarettes, alcohol and drugs

Source: SDN 2 Purbowangi Education Report Card for 2025

The table shows the root of the Problem found in SDN 2 Purbowangi. After the root of the Problem is found, the next step is to find the right solution so that the Problem can be overcome so that it can improve teacher performance and school quality. The last step in planning based on educational report card data is to fix it. There are many solutions that SDN 2 Purbowangi can implement to fix the root of the Problem. By implementing the Identification, Reflection, Fix (IRB) steps, the PBD Education Report Card planning process can be carried out systematically and structured to improve teacher performance and the quality of SDN 2 Purbowangi.

Table 3. Improvement Program for SDN 2 Purbowangi

Priority Indicators	Root Causes	Improvement Programs
Character	Critical Thinking	1. Heads of educational units and educators improve their competence by studying character education related to fostering the will and habit of making logical decisions based on various evidence and diverse viewpoints in students through training, discussions in learning communities, independent learning utilizing multiple learning resources, and other activities that support improving competence. 2. The head of the educational unit and educators plan and implement learning that fosters logical decision-making attitudes through intracurricular, co-curricular, and/or extracurricular activities to support the development of character education. 3. The head of the educational unit encourages improvements in the Critical Reasoning dimension through programs and policies in the academic unit, both those requiring a budget and those not requiring a budget to support the development of character education.
Learning Quality	Class Management	1. The head of the educational unit and educators improve competency to understand the provision of support to educators to reflect on the learning process to support character education through training, discussions in learning communities, independent learning by utilizing various learning resources, and other activities that support improving competency. 2. The head of the educational unit and educators integrate knowledge about supporting educators to reflect on the learning process and implement it in various activities to support character education. 3. The head of the educational unit encourages providing support to educators to reflect on the learning process through implementing activities, programs, and policy-making, both those that require a budget and those that do not.
Security climate of educational units	Teachers' understanding and attitudes about cigarettes, alcohol and drugs	1. The head of the education unit and educators study the definition types of cases and create clear rules regarding cigarettes, alcoholic beverages, and medicines, as well as their prevention and handling, as part of the unit's security climate. 2. Educators implement definitions of various cases and create clear rules regarding cigarettes, alcohol, and drugs, as well as their prevention and handling, to improve the learning process for students. 3. The head of the educational unit provides counseling regarding the dangers of cigarettes, alcohol, and drugs. It applies strict sanctions for the prevention and handling of cigarettes, alcoholic beverages, and medicines through programs, policies, and budgeting.

4. Conclusion

This study confirms that using educational report cards with the right strategy can improve teacher performance and the quality of SDN 2 Purbowangi schools. Using data in educational report cards helps educational units identify problems, set priorities, determine root causes, and design programs relevant to problem indicators systematically and in a structured way. Success in reading educational report card data into concrete actions gives educational units definite steps to improve school quality. Teacher training programs, workshops, In House Training (IHT) can improve teacher performance. However, this study also shows several obstacles, such as a lack of knowledge in interpreting data, less fundamental root cause data, and many misconceptions between principals and teachers. Schools are expected to form a special team responsible for supporting the use of educational report cards.

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