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# Data-Based Planning Workshop In Education Quality Assurance In Primary Schools Pamulihan District, Sumedang Regency

**Rita Sulastini[1] , Tita Agustini[2], Sylviana Stefanie[3], Selvia Ruyatus[4], Riska Irnawati[5], Uus Sopandi[6]**
Universitas Islam Nusantara Bandung, Indonesia[1]
Universitas Islam Nusantara Bandung, Indonesia[2]
Universitas Islam Nusantara Bandung, Indonesia[3]
Universitas Islam Nusantara Bandung, Indonesia[4]
Universitas Islam Nusantara Bandung, Indonesia[5]
Universitas Islam Nusantara Bandung, Indonesia[6]
Corresponding Email: titaagustini2019@gmail.com*

## Abstract

The Data-Based Planning Workshop in Education Quality Assurance in Elementary Schools Pamulihan District, Sumedang Regency aims to increase the understanding and skills of educators in planning educational policies and programs based on valid and relevant data. Through this workshop, participants are expected to be able to identify, collect and analyze data to support more effective decision making in improving the quality of education in elementary schools. The main focus of this workshop is to educate participants about the importance of using data in educational planning, as well as how to analyze and implement data to achieve better educational goals. Apart from that, this workshop also highlighted the importance of monitoring and evaluation in ensuring the sustainability of data-based planning. It is hoped that by implementing this concept, elementary schools can achieve more measurable and sustainable improvements in the quality of education.

**Keywords:** Data-based planning, quality assurance, education

## Introduction

Quality assurance of education in elementary schools is an important aspect in efforts to improve the quality of education services in Indonesia. Elementary education is the main foundation in the formation of students' cognitive, affective, and psychomotor abilities, which will affect their ability to compete at national and international levels (Alannasir 2020). Therefore, it is important to have an accurate and comprehensive evaluation system, one of which is through the use of the Education Report, which covers various aspects such as learning outcomes, teacher quality, school management, and the condition of facilities and infrastructure (Ministry of Education, Culture, Research, and Technology, 2023). According to Mulyasa (2013), To achieve continuous improvement in education services, quality

assurance includes planning, implementation, evaluation, and follow-up (Ulhaq and Mediawati 2023). Efforts to ensure that elementary school students will acquire skills and knowledge that meet or exceed expectations are known as quality assurance in education. The scope of this quality assurance extends to human resource management, curriculum quality, and overall education administration. (Wahira et al. 2023)

The Education Report is a data-based evaluation instrument used to provide a comprehensive picture of the condition of the school. According to Daryanto (2019), accurate data analysis is very important in school improvement, because valid data allows for more precise decision-making (HEC 2006). The Education Report serves as a reference for ensuring the quality of education (Madani 2019), both at the school, district, and provincial levels, and is in line with the principles of Total Quality Management (TQM), which prioritizes evidence-based decisions (Sallis, 2014). Data-based planning is an approach that utilizes data and information to support effective decision-making. According to Johnson (2017), the use of data in planning allows schools to identify problems and needs more precisely, and to design more focused and measurable strategies (Obolewicz et al. 2023). This is important in the context of basic education, where decisions made can have a major impact on student learning outcomes (Glewwe and Muralidharan 2015). Data-based planning can also help schools identify performance trends and patterns, allowing for the development of programs that are more responsive to student needs (Bryk, Gomez, & Grunow, 2015).

However, many schools still face challenges in utilizing the Education Report Card effectively. Based on an evaluation by the Sumedang Regency Education Office (2022), around 60% of elementary schools have not been able to interpret data properly. Most schools still rely on traditional approaches in preparing the Annual Activity Plan (RKT) and the School Activity and Budget Plan (RKAS), which tend to be less targeted and are not based on comprehensive data analysis. This has an impact on inefficient budget allocation and low quality of education (Stoney 2010). The limitations in utilizing this data are also caused by the lack of skills of principals and teachers in data analysis and limited information technology facilities in schools. Wijaya (2021) stated that many schools in remote areas still do not have adequate technological devices.

To overcome these problems, a training program is needed that can improve the competence of principals and teachers in processing and utilizing data effectively. One solution that can be applied is through the implementation of a data-based planning workshop. This workshop is designed to provide practical skills to participants, so that they are able to analyze data in depth, identify problems in schools, and formulate appropriate improvement steps. The school activity and budget plan (RKAS) and the annual activity plan (RKT) can be more focused, evidence-based, and relevant to actual field needs with the help of this training for principals and teachers. Improving the quality of education and achieving the goals of sustainable education are two main objectives of this program, and one way to achieve this is by teaching participants how to design better programs. (Handoko 2023)

## Research Method

The Data-Based Planning Workshop method is designed to provide hands-on experience in utilizing data for more effective planning. Using a participatory and structured approach, this workshop allows participants to understand basic concepts and apply theory in real contexts (Chevalier and Buckles 2019). This approach is in line with the principles of constructivist learning, which emphasizes experiential learning and collaboration between participants (Fullan, 2018; Sallis, 2014). This approach supports experiential and collaborative learning, with the aim that participants gain practical skills that can be directly applied in schools to improve the quality of education. The Data-Based Planning Workshop in Quality Assurance of Education in Elementary Schools, which focuses on the analysis of Education Report Cards and the preparation of Annual Activity Plans (RKT) School Activity and Budget Plans (RKAS), was held in Pamulihan District, Sumedang Regency on November 25-27, 2024. The planned activity steps are as follows:

**Table 1. Workshop Activity Steps**

| No | Activity steps | Objective | Activity Description |
|---|---|---|---|
| 1. | Workshop Preparation | Prepare all the needs and materials for the implementation of the workshop, and ensure that participants understand the objectives of the workshop. | • Preparation of workshop materials covering basic theories of Education Report data analysis and preparation of RKT and RKAS based on data<br>• Distribution of invitations to principals and teachers in elementary schools targeted by the activity.<br>• Arrangement of facilities such as workshop rooms, equipment (projectors, computers, and others), and written materials. |
| 2. | Opening and Introduction | Convey the objectives and benefits of the workshop and create a conducive atmosphere for discussion. | • Explanation of the importance of data-based planning in improving the quality of education.<br>• Introduction to the Education Report as an instrument for evaluating and preparing RKT and RKAS.<br>• Discussion of the challenges faced by schools in integrating education data into planning. |
| 3. | Educational Report Card Analysis Theory Material | Provides a basic understanding of Education Report Cards and how to analyze data from Education Report Cards. | • Explanation of the components contained in the Education Report (e.g. student learning outcomes, teacher quality, school management, and facilities and infrastructure).<br>• Direct practice in analyzing the Education Report and interpreting data relevant to the school context.<br>• Identification of problems and opportunities based on data in the Education Report. |
| 4. | Preparation of Annual Activity Plan (RKT) | Teaching RKT preparation techniques based on data from Education Report analysis. | • Explanation of RKT components, objectives, strategies, and achievement indicators.<br>• Group discussion to design RKT based on the results of the Education Report data analysis. |

| No | Activity steps | Objective | Activity Description |
|---|---|---|---|
| | | | • Simulation and direct practice of preparing RKT that is relevant to school needs. |
| 5. | Practice and Making of RKT | Provides hands-on experience in preparing RKT based on data analysis. | • Division of participants into small groups.<br>• Each group analyzes the Education Report from their school and designs RKT based on the results of the analysis.<br>• Group discussion on obstacles faced in the RKT preparation process.<br>• Presentation of RKT results that have been prepared by each group. |
| 6. | Practice and Preparation of RKAS | Assisting school teams in planning and allocating budgets efficiently for various educational programs and school activities based on data. | • Group discussions to identify the school's main needs based on the results of the previous year's evaluation.<br>• Determination of program priorities to be accommodated in the RKAS, covering the areas of learning, infrastructure, and teacher professional development.<br>• Practice in drafting the RKAS by the school team with guidance from resource persons.<br>• Use of appropriate formats and applications (such as ARKAS) to facilitate filling in and calculating the budget.<br>• Presentation of the RKAS draft that has been prepared by each working group. |
| 7. | Evaluation and Reflection | Assess the extent to which participants understand the material and their ability to design data-based RKT and RKAS. | • Evaluation of activities through questionnaires or open discussions.<br>• Providing feedback to participants about their work results.<br>• Reflection on the importance of data-based planning in improving the quality of education. |
| 8. | Closing | Closing the workshop and providing a summary of all activities that have been carried out. | • Providing conclusions from the material that has been discussed.<br>• Providing certificates or award certificates to participants.<br>• Delivering motivational messages to continue developing data-based planning in their respective schools. |

The outputs of this community service activity consist of mandatory and additional outputs designed to support data-based education quality improvement. Mandatory outputs include: (1) Draft Annual Work Plan (RKT) based on data, in the form of a document of the results of the analysis of education report cards that focus on improving quality; (2) Draft School Activity and Budget Plan (RKAS) containing data-based programs according to school needs; (3) education report reflection report that includes analysis of weaknesses, strengths, and recommendations for improvement; and (4) evaluation of participant competency through pretest and posttest, with the hope of increasing scores after the workshop. Additional outputs include: (3) data analysis instrument templates for education report cards to help participants conduct independent analysis in their own schools; (4) video

recordings of workshops for instructional and socialization purposes; and (5) a simple handbook on compiling data-based RKT and RKAS. We anticipate that these results will provide credence to the idea that data-based planning can be successfully and sustainably implemented in educational institutions.

The target for achieving outputs from community service activities is planned as follows:

1. 100% of Participants Produce Draft RKT and RKAS. All participants successfully drafted the Annual Work Plan (RKT) and School Activity and Budget Plan (RKAS) in accordance with the results of the data analysis.
2. Increase in Posttest Score of at least 30% from the Pretest. There is an increase in participants' understanding of data-based planning, as measured by comparing pretest and posttest scores.
3. Implementation of Workshop Results in Each School. At least 80% of schools participating in the workshop implemented the planning results that had been prepared in school operational activities and quality assurance.
4. Increased Utilization of Education Report Card Data. All participating schools actively utilize education report cards as an evaluation tool and basis for strategic planning in their respective schools.

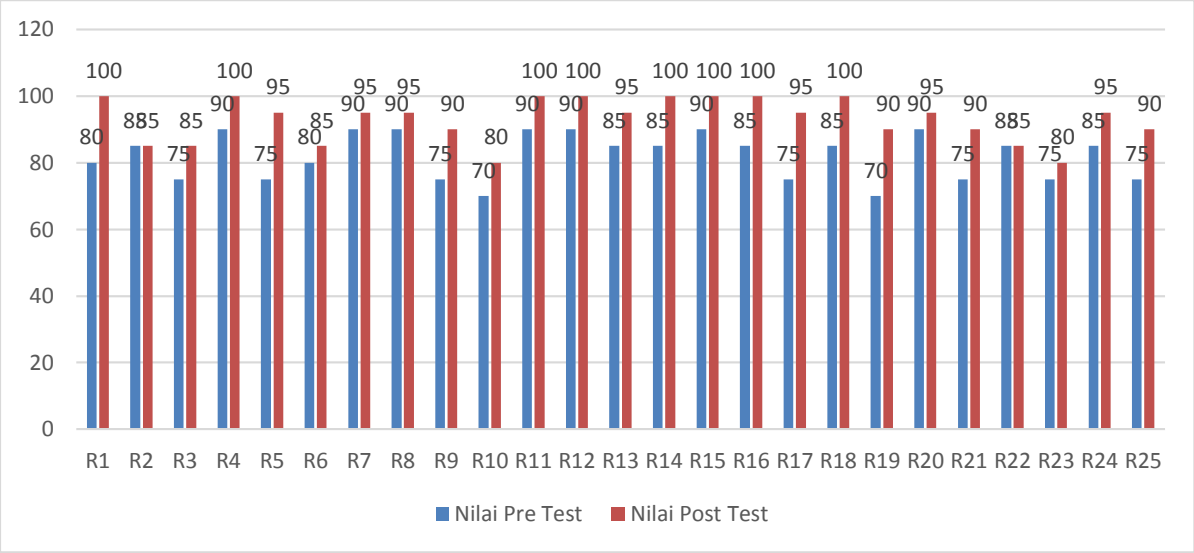
## Result and Discussion

### 1. Improving Participants' Understanding of Data-Based Planning

To evaluate the effectiveness of the Data-Based Planning training in Pamulihan District, an understanding test was conducted for participants before and after the training activity. This test aims to determine the extent of participants' understanding of the concept of data-based planning, data analysis skills, and the application of data in school program planning. The pre-test results of the Data-Based Planning workshop participants in Pamulihan District showed quite a variety of initial levels of understanding among the 25 respondents. Individual assessments ranged from 70 to 90, according to the data collected. The average pre-test score was 81.2. This indicates that although the majority of participants had a fairly good understanding of the basics, there is clearly a need for further research on data analysis and its use in lesson preparation. After participating in the Data-Based Planning program in Pamulihan District, participants showed a significant increase in their understanding according to the post-test findings. Individual post-test scores were higher than their pre-test scores, ranging from 80 to 100 on average. The highest possible score is 100, and 10 people, or 40 percent of the total, achieved it. The fact that more than 50 percent of participants scored so high indicates that they fully understand the idea of data-driven planning. Only seven people (or 28 percent) managed to score 95, the second highest possible score. Although there is still room for improvement in some elements, participants with this score demonstrate excellent knowledge.

The high post-test results and more even distribution of scores indicate the effectiveness of the training in improving participants' competencies related to data-based planning. Participants appear to have understood the training materials well, including data analysis techniques, interpretation of results, and application of data in school strategic planning. When compared to the pre-test results, there was a clear increase in participants' scores. Most participants who initially scored below 85 on the pre-test experienced an increase in their scores on the post-test, with some even reaching the maximum score of 100.

**Summary of Pre-Test and Post-Test Results**




*Source: post test and pre test analysis*

Scores increased significantly after the implementation of the intervention, according to the pre- and post-test results of data-driven planning in school quality assurance. The majority of participants scored below 90 on the pre-test, which had a maximum and minimum score of 70 and 90, respectively. A score of 75 or below indicates that many respondents still had a weak understanding of data-driven planning at the beginning (40%). Pre-test scores were generally moderate. However, there was a marked improvement in the post-test findings. Post-tests ranged from 80 to 100, with 100 being the highest possible result. Most respondents were able to increase their scores, with 20% of those who took the test eventually achieving the highest possible score of 100. This suggests that participants' knowledge and abilities about data-driven planning were improved by the training or intervention offered.

Overall, the comparison between the pre-test and post-test results shows that the intervention program contributed positively to increasing respondents' competency in data-based planning. This increase in value reflects the success in strengthening the knowledge and skills needed to support school quality assurance efforts through a data-based approach. Suryadi (2020) stated that data-based planning is a strategic approach that allows schools to conduct more accurate evaluations and decision-making. With a better understanding of data usage, schools are able to increase the effectiveness of programs and policies, which is seen in the increase in participant learning outcomes after participating in the training.

## 2. Improving Data Analysis Skills

In this training, participants are invited to conduct in-depth analysis based on indicators in the Education Report Card. Participants are taught techniques to identify trends, compare school performance with set targets, and evaluate factors that influence these achievements. The results of the training show that participants are able to interpret data related to student academic achievement, attendance rates, and the effectiveness of teaching programs. Participants are also trained to use the findings of the analysis as material in group discussions to formulate improvement strategies. Based on the results of observations during the implementation of the Data-Based Planning workshop in Pamulihan District, the following are findings related to the success and progress of improving participants' data analysis skills through the use of the School Education Report Card:

**Observation Results During the Implementation of the Data-Based Planning Workshop**

| No | Observation Notes | Description |
|---|---|---|
| 1. | Improving Understanding of Education Report Card Indicators | Participants are now able to identify areas of strength and weakness of the school based on the data presented, reflecting an increased understanding of the basic concepts of performance indicator-based data analysis. |
| 2. | More Mature Data Analysis Skills | Some participants who previously had difficulty reading graphs and tables are now able to interpret more confidently. This improvement is evident in their ability to clearly present analytical findings during group discussion sessions. |
| 3. | Participants' ability to prepare the Annual Work Plan (RKT) and School Activity and Budget Plan (RKAS) based on the Education Report | Participants are able to integrate data obtained from the Education Report well into the preparation of the RKT and RKAS, which reflects a deeper understanding of the importance of data-based planning in school quality assurance. |
| 4. | Ability to Integrate Analysis Results into Strategic Planning | Participants showed significant improvement in integrating data analysis results into school strategic planning. During the simulation session, participants were asked to create a follow-up plan based on the results of the Education Report analysis. |
| 5. | Level of Participant Satisfaction and Enthusiasm | Participants were actively involved in Q&A sessions and group discussions, and provided positive feedback on the material presented. Participants felt more confident in using the Education Report as a school analysis and planning tool. |

*Source: results of workshop activity observations*

As part of the RKT preparation, participants began to practice analyzing school performance indicators to determine which areas needed the most intervention. In addition, participants' capacity to prepare the RKT increased, allowing them to more efficiently distribute funds according to priorities identified through the study of Education Report data. Furthermore, participants demonstrated a better understanding of the concepts of data analysis, RKT, and RKAS, which are critical to building continuity in school strategic planning. Bernhardt (2013) outlined how educators can make better and more focused judgments through the systematic use of data to conduct deeper analysis. Consistent with Bernhardt's belief that data analysis skills are a critical component of successful educational planning, workshop participants reported increased confidence in reading and interpreting graphs, tables, and other types of data after the session. School planning can now become more methodical, measurable, and evidence-based thanks to the workshop's success in

improving participants' data-based RKT and RKAS document preparation skills. Hopefully, this will help schools make better decisions and move closer to their long-term goals of quality assurance in education.

However, the success of implementing data-based planning cannot be separated from various influencing factors, be it the challenges faced, the support available, or the follow-up plans needed. In general, the implementation of this workshop faced several challenges that needed to be overcome, including:

1. Many teachers are not used to reading and analyzing data well, so they need more time to understand the performance indicators in the Education Report.
2. Differences in the level of ability of participants in using data and technology cause gaps in understanding and mastery of the material.

However, on the other hand, there are also various supporting factors that help smooth the running of the workshop, including:

1. The commitment and support from the principal and management team greatly assisted in facilitating the training, including providing time, space, and access to the Education Report data.
2. The data provided by the Education Report already includes various relevant performance indicators, so that it can be used as a basis for compiling a more targeted RKT and RKAS.
3. The high level of enthusiasm of the participants during the workshop showed motivation to improve competency in data-based planning.
4. The presence of facilitators and trainers who are experienced in the field of data-based planning helped participants understand the material better, as well as provide solutions to the difficulties faced.

Comprehensive follow-up is needed to ensure that the workshop results can be implemented in real terms and have a significant impact on the quality of education. The first step is further training and special mentoring to strengthen participants' skills in data analysis, including the use of simple tools such as Excel or other technology applications. Mentoring sessions will be provided to participants who need additional guidance in interpreting data and using education quality indicators for strategic planning. Furthermore, improving facilities and infrastructure is a priority, such as providing computers, internet connections, and data analysis software, as well as access to accurate data sources through the school management information system or national education portal. To ensure optimal implementation, strengthening monitoring and evaluation is carried out by developing a systematic monitoring system and periodic evaluation to measure the effectiveness of the implementation of data-based planning. School principals and stakeholders will be involved in this evaluation to ensure the sustainability of the program. In addition, collaboration between schools is also sought by encouraging the sharing of best practices and forming regular discussion forums to discuss challenges and solutions in the implementation of data-

based planning. Through this approach, the results of the workshop are expected to make a real contribution to the continuous improvement of education quality in elementary schools.

## Conclusion

The Data-Based Planning Workshop in Quality Assurance in Elementary Schools successfully increased the capacity of teachers and education personnel in understanding and utilizing data for more targeted and evidence-based planning. Increasing data literacy and skills in preparing a more systematic Annual Work Plan (RKT) and School Activity and Budget Plan (RKAS) were the main achievements of this activity. Despite challenges such as limited technological facilities and varying levels of participant understanding, strong support from school management and participant enthusiasm were important factors that facilitated the success of the workshop. The results of this activity indicate that the data-based planning approach has great potential to increase the effectiveness of decision-making in schools, which in turn is expected to improve the quality of education in a sustainable manner. Follow-up in the form of further training, improving facilities, and strengthening monitoring and evaluation need to be carried out to ensure consistent and optimal implementation in elementary schools, so that the benefits of this workshop can be felt more widely and sustainably.

## Thank-you note

With great gratitude, we would like to express our deepest gratitude to all parties who have supported the implementation of the Data-Based Planning Workshop in Assuring the Quality of Education in Elementary Schools. We would like to thank the Education Office, the principals, and the teachers participating in the workshop who have actively contributed during the event. Our highest appreciation goes to the organizing team and facilitators for their dedication and hard work in preparing the materials and assisting the participants. The support provided has enabled this workshop to run smoothly and provide real benefits. Hopefully, the results of this workshop can be a significant initial step in supporting the creation of effective data-based planning in elementary schools, so that the quality of education can continue to improve sustainably. Thank you.

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