

Implementation Of A Data-Based Planning (PBD) Program In Improving The Quality Of Educators And Educational Personnel (Case Study At SMA Negeri 1 Tuban)

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Abstract

Improving the quality of education is one of the main focuses in developing the national education system. The PBD program emerged as an innovative solution that integrates the use of data in the educational planning process. This research aims to: (1) determine the process of implementing the Data Based Planning (PBD) program at SMA Negeri 1 Tuban, (2) determine the obstacles faced in the process of implementing the Data Based Planning Program (PBD) at SMA Negeri 1 Tuban, (3) determine the impact of implementing the Data Based Planning (PBD) program on the quality of educators and education staff at SMA Negeri 1 Tuban. The approach used in this qualitative research is a case study type of research. The informants in this research were the school principal, deputy head of curriculum, teachers, school operators, and students of SMA Negeri 1 Tuban. Data collection used in this research was interview, observation and documentation techniques. Based on the data analysis that has been carried out, the following research results were obtained: (1) the implementation of the PBD program was carried out through a series of activities which included PBD socialization activities from education and school offices, simulation activities and AN rehearsals, implementation of AN activities, downloading and understanding the results of report cards. education, IRB activities based on education report cards, formulation of school activities in the form of RKT and RKAS based on education report cards, approval from all parties related to the RKT and RKAS that have been determined; (2) Obstacles during implementation include the implementation of AN where there are problems with the server, types of questions that are not relevant, random selection of students which is less relevant in describing the competency of all students, and the time for preparing the RKT and RKAS coincides with other school activity schedules; (3) the impact of the implementation of the PBD program felt by schools includes improvements to the school planning process as well as improvements to the quality of educators and school education staff.

Keywords: Program Implementation, Data Based Planning (PBD), Quality of Educators and Education Personnel.

1. Introduction

Education is an important asset for a country because it has an important influence in forming the next generation who is qualified and able to compete. As stated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, education is a conscious and planned effort to create a learning environment and learning methods that encourage students to actively develop their potential, including spiritual and religious strengths, self-control, personality, intelligence, good morals, and skills that are useful for themselves, society, nation and state. Apart from that, every citizen has the same right to obtain quality education. Meanwhile, as we know, the quality of education in Indonesia is not evenly distributed overall.

Based on the discussion regarding the concept of education, it is necessary to improve the education system. In order to realize this, improvements can be made to the management system in existing educational institutions. Education Management is a series of activities consisting of the process of managing cooperation between individuals who are members of an educational organization. The main goal of educational management is to achieve previously determined educational goals by utilizing available resources and implementing management functions so that these goals can be achieved effectively and efficiently (Kristiawan et al., 2017).

The educational management process is related to several management processes in general. According to Gunawan & Benty (2017), the management process includes planning, organizing, actuating, monitoring. These various stages are very important to be implemented well, especially in the planning process. According to Albab (2021) educational planning is an effort to anticipate the future by considering priorities, as well as regulating educational policies and budgets based on the reality of activities in the economic, social and political fields. The aim is to optimize the national education system so that it can meet the needs of the nation and the students who are part of the system

The independent learning program is a program issued by the government, where this program provides freedom for students, teachers and schools in creating innovative education. The program is adapted to the situation in which the implementation of the Teaching and Learning Process (PBM) takes place, taking into account various aspects such as local wisdom, culture, socio-economics, and also existing infrastructure (Anjelina et al., 2021). In the independent learning program, various new policies were issued, one of which was the Indonesian Education Report Card. An education report card is a tool used as evaluation material that contains data on the quality of an educational unit or region. The data contained in the education report card is obtained from national assessments or surveys. Through this education report card, it will later be used as material for reflection or basic guidance in planning to improve the quality of education in an institution (Ritonga et al., 2022). In line with the education report card, it is necessary to have a good planning program to optimize the education report card. The Data-Based Planning Program (PBD) is a program presented by the government to continue the educational planning process based on or guided by existing education reports. PBD is an integrated and sustainable process in the educational unit cycle. PBD can also be defined as a change in habits to support educational units and education offices in developing activities to increase learning outcomes based on facts. PBD itself is implemented comprehensively at the central government, regional government and education unit levels. The PBD process in brief is through the Identification, Reflection and Improvement (IRB) stages. The identification stage can be concluded as a stage in identifying problems based on the indicators that have been displayed in the education report card. The reflection stage means a stage in reflecting on achievements, equity and the learning process in each educational unit and region. The improvement stage means a stage in carrying out improvements through the formulation of activities in the form of activity plans and education unit (BOS and BOP) and regional (APBD) budgets (Kemendikbudristek, 2022).

Based on these several explanations, this research aims to discuss the implementation of the PBD program in an effort to improve the quality of educators and education personnel carried out at SMA Negeri 1 Tuban. Apart from that, we will also discuss several obstacles and the impact of the PBD program implementation process on the quality of educators and education staff at SMA Negeri 1 Tuban

2. Method

The approach used in this qualitative research is a case study type of research. The informants in this research were the school principal, deputy head of curriculum, teachers, school operators and students of SMAN 1 Tuban. The researcher is the instrument in this research. Data collection used in this research was interview, observation and documentation techniques. With the information obtained when conducting research in the field, we can find out about the implementation of the PBD program in an effort to improve the quality of education. To maintain the validity of the data, researchers extended attendance, carried out triangulation, and checked members. Data analysis activities are the stage of processing data that has been obtained during research which aims to gain an understanding of the findings and can be conveyed to other people, then processed through the stages of data collection, data condensation, data presentation and conclusion drawing.

Apart from that, this research also uses a literature review method. Literature review can be said to be a form of research method that has a high justification for truth because it is based on a collection of various empirical studies whose validity has been tested. The researcher used the literature review as reinforcement in concluding his ideas on the problems raised based on several opinions from various research that had been carried out previously (Hafiz & Himawan, 2020)

3. Results and Discussion

3.1 Result

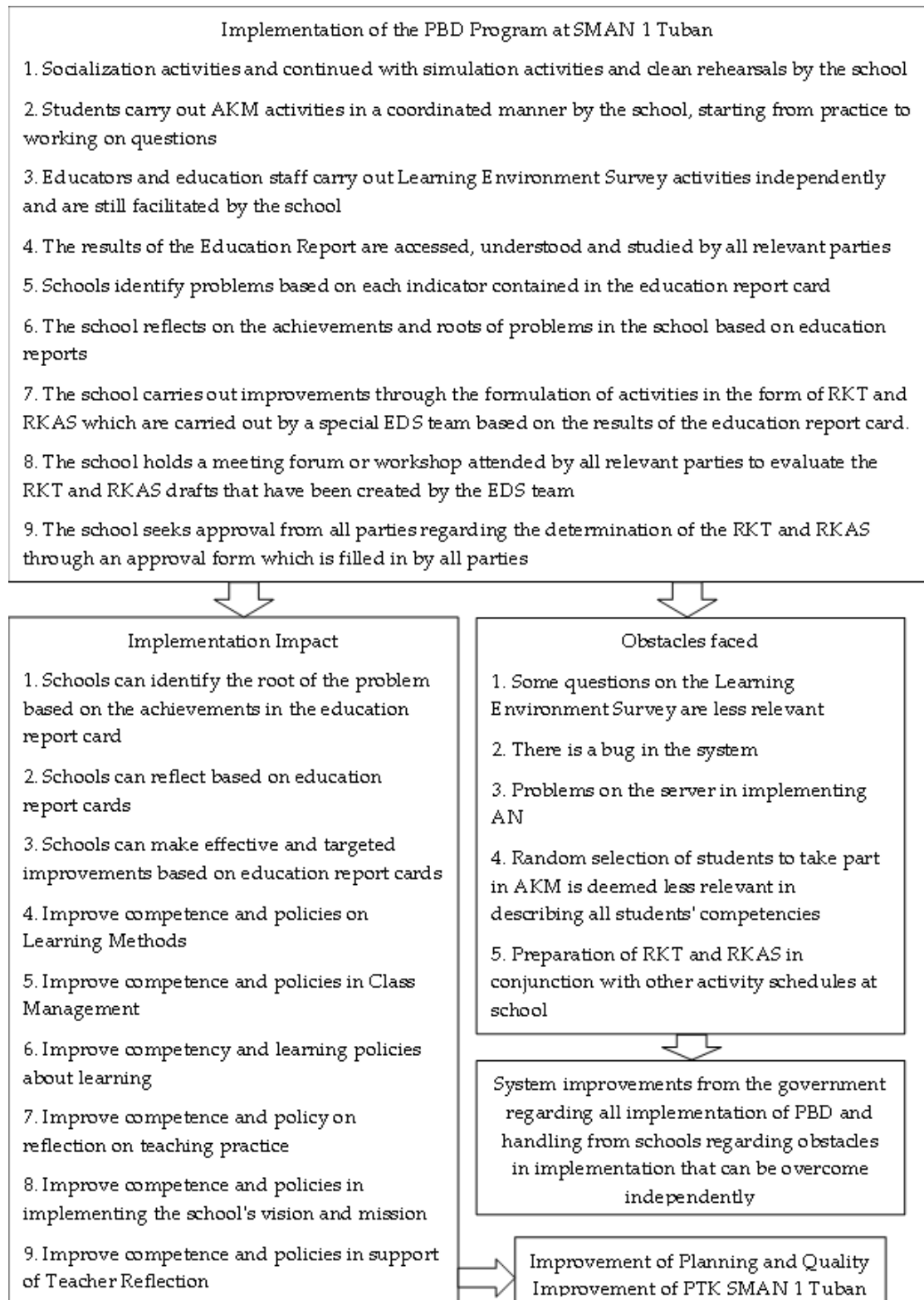


Figure 1. Chart of Findings from the Implementation of the Data-Based Planning Program (PBD) in Improving the Quality of Educators and Education Personnel (Case Study at SMA Negeri 1 Tuban)

Implementation of the Data Based Planning (PBD) Program at SMA Negeri 1 Tuban

The PBD program organized by the government aims to improve the quality of the learning process in all educational units. This is because all forms of activities during the learning process in a school will really depend on the educational planning stage. In optimizing the implementation of the PBD program effectively and efficiently, it is necessary to provide good socialization to properly understand the PBD program. Socialization activities were carried out by the Education Department and SMAN 1 Tuban in order to provide detailed information to each party involved, so that all parties have the same understanding and goals regarding the PBD program that will be implemented at SMAN 1 Tuban. This is also in accordance with what Pramono (2020) stated: failure to implement a policy can be influenced by a lack of information which causes a lack of accurate understanding of a policy object, both by the implementer and the parties involved.

When carrying out an educational plan, it is also necessary to pay attention to several aspects in order to overcome various problems faced by an educational unit. This was also stated by Zulkarnain (2018) that in carrying out planning activities there are three stages that need to be taken into account, these three things include determining the goals to be achieved, selecting steps in the process of achieving these goals, and identifying and using existing resources. The PBD program is carried out in an effort to ensure that schools have benchmarks for identifying various existing problems and various school achievements based on existing education quality standards. In realizing this, SMAN 1 Tuban carries out AN activities, where these activities aim to be a government step in surveying and determining school achievements against existing education quality standards. Activities carried out by SMAN 1 Tuban related to the AN process include AKM activities carried out by several students and a Learning Environment Survey carried out by all Educators and Education Personnel at SMAN 1 Tuban. The AN activity aims to obtain results in the form of achievements of SMAN 1 Tuban related to various learning processes that have been implemented at the school in the form of Educational Report Cards.

Education Report Card is a platform that displays report data from the evaluation results of the education system as a complement to previous quality report cards (Kemendikbudristek, 2022). The results of the Education Report Card are accessed, understood and studied by all relevant parties at SMAN 1 Tuban. The results of the Education Report Card are used by SMAN 1 Tuban as a basis for implementing PBD, through the Education Report Card the school can find out its weaknesses or deficiencies. Apart from that, through this program, SMAN 1 Tuban can determine a priority scale, so apart from knowing what they feel is lacking, SMAN 1 Tuban can also take more appropriate steps in choosing what needs to be improved and developed. This is in line with what Mubin (2020) stated: educational planning is a process in formulating policies and instruments as well as a stage in determining a priority scale with the involvement of related parties in realizing the goals and functions of education.

In following up on the results that have been obtained and included in the education report card, the results obtained are that SMAN 1 has carried out PBD activities which include (1) The school identifies problems based on each indicator contained in the education report card, (2) The school reflects on achievements and the root of the problem in schools based on education report cards, (3) Schools carry out improvements through the formulation of activities in the form of RKT and RKAS which are carried out by a special EDS team based on the results of education report cards.

This is in line with the process of implementing the PBD program, including Identification, Reflection and Improvement (IRB). The Identification Stage in the PBD process includes various activities in identifying various problems based on indicators that have been

displayed in the education report data. The Reflection Stage includes various activities in carrying out a reflection on various achievements, equity and learning processes in each educational unit and region. The Improvement Stage includes various activities in carrying out improvements through the formulation of activities in the form of activity plans and educational unit (BOS and BOP) and regional (APBD) budgets (Kemendikbudristek, 2022)

IRB activities in implementing the PBD were carried out by SMAN 1 Tuban involving all related parties, however the RKT and RKAS preparation stages were first carried out by a special EDS team. After the draft is created, the school then holds a meeting forum or workshop attended by all relevant parties to evaluate the RKT and RKAS drafts that have been created by the EDS team. Next, the school will ask for approval from all parties regarding the determination of the RKT and RKAS through an approval form filled in by all stakeholders. This is in line with what was stated by Banurea et al. (2023) the aim of educational planning is to create policy plans and formulate educational strategies that are in line with government policy (determining the main options and activities) as a basis for implementing education in the future to achieve educational development goals.

Obstacles faced in the Implementation Process of the Data Based Planning Program (PBD) at SMA Negeri 1 Tuban

In realizing a good PBD program implementation process, SMAN 1 Tuban made improvements and good handling related to the PBD implementation process that had been implemented. This activity aims to follow up on all forms of obstacles during the PBD process, apart from that the process is carried out with an effort to determine the level of success of implementing PBD at SMAN 1 Tuban. This process is carried out with the hope that these obstacles can be resolved or corrected independently by the school if this is possible or needs to be corrected by the central government. This is in line with what was stated by Mardiah & Syarifudin (2018) that a plan and activity really needs an evaluation stage, this aims to conclude that a plan and activity that has been carried out can be said to be successful or failed.

Several of these obstacles were faced at several stages of implementing the PBD program at SMAN 1 Tuban, starting from the implementation of the AN to the planning process itself. Some of these barriers or constraints include (1) In the implementation of the Learning Environment Survey there are several types of questions that discuss handling students with disabilities so they are deemed irrelevant, (2) There are bugs in the system, (3) There are problems with the server so that some students have difficulty logging in during AN implementation, (4) Random selection of students to take part in AKM is deemed less relevant in describing the competency of students in one school, (5) Preparation of RKT and RKAS clashes with other activity schedules in schools such as PPDB and etc. Based on several obstacles or constraints faced by SMAN 1 Tuban, SMAN 1 Tuban continues to carry out monitoring, where several obstacles or constraints that are felt to be able to be handled independently will be handled by the school. However, the school also hopes that the government will evaluate several policies and obstacles in the PBD system further, so that the implementation of the PBD program will be more optimal.

This is also in line with what is stated in Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 9 Tahun 2022 Tentang Evaluasi Sistem Pendidikan Oleh Pemerintah Pusat dan Pemerintah Daerah Terhadap Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah, where in Article 26 explains that the results of educational evaluations are used as a basis for changing policies and designing new programs with the aim of improving accessibility, quality, relevance and governance in the provision of education. Article 28 also explains the use of the results of educational system evaluations from

the central government and regional governments by educational units, where the evaluation aims to: 1) identify educational problems that need to be prioritized based on the indicators in the educational unit profile; 2) determine the basic causes of the identified problems and design appropriate corrective steps; 3) involved in program planning that aims to overcome existing fundamental problems (Musakirawati et al., 2023)

Impact of Implementing the Data-Based Planning Program (PBD) on the Quality of Education at SMAN 1 Tuban

The impact of implementing the PBD program certainly has a positive impact on SMAN 1 Tuban. This can be seen from the increasing quality of education at SMAN 1 Tuban, where this increase can be seen from the education report card at SMAN 1 Tuban, where the majority of each indicator is green. Apart from that, indicators that are red or not good have improved to orange, which can be interpreted as quite good. Even though these changes are not very significant, based on this it can be concluded that SMAN 1 Tuban implemented PBD optimally by focusing on improving problems that were priorities at that time. Several indicators in the education report card are based on the National Education Standards (SNP) which has been determined by the government. This is in line with research conducted by Musakirawati et al. (2023) the use of an education report card platform in data-based planning is very useful for identifying the main causes of problems, evaluating educational achievements, and facilitating constructive dialogue with various educational stakeholders to improve the quality of education. This is also in line with what Triwiyanto (2013) stated: SNP is a minimum criterion related to the education system in all jurisdictions of the Republic of Indonesia. The SNP covers several aspects such as content standards, processes, graduate competencies, educational staff, facilities and infrastructure, management, financing and educational assessment.

In realizing the quality of education according to the SNP, the PBD program really helps SMAN 1 Tuban in improving the quality of learning, especially in the planning process, this is because the program really helps schools in determining the priority scale and provides an overview or suggestions for activities that need to be planned to improve problems in SMAN 1 Tuban. The PBD program also has a very positive impact on various aspects related to the learning process at school. The impact of the PBD program implementation process at SMAN 1 Tuban, among other things, has an impact on improving planning and the quality of educators and education staff. The impacts on improving planning felt by schools include (1) Schools can identify the root of problems based on achievements in education report cards, (2) Schools can reflect based on education report cards, (3) Schools can make effective and targeted improvements based on education report cards. Meanwhile, the school feels that the quality of educators and educational staff includes improving competence and policies on Learning Methods, Class Management, Learning about learning, Reflection on teaching practice, implementation of the school's vision and mission, as well as support for Teacher Reflection. This is also in line with the results of research conducted by Paramitha et al. (2023), where in carrying out program planning schools must pay attention to the priority scale which can be identified through the results of education reports and SWOT analysis.

Based on this, the implementation of PBD through the use of Education Report Cards is very supportive in improving the quality of education, especially in the planning process and quality of educators and education staff at SMAN 1 Tuban, so that various problems can be resolved appropriately according to the school's priority scale. Improving the quality of educators and education personnel is focused on improving the root of the problems at SMAN 1 Tuban which includes increasing competence and policies on Learning Methods, Class Management, Learning about learning, Reflection on teaching practices, implementation of the

school's vision and mission, as well as support for Teacher Reflection . Through this program, schools can design activities to increase PTK competency through various activities such as seminars, FGDs, independent training at PMM, as well as various workshop activities that PTK need to participate in. This is also in accordance with what Amon et al. (2021) stated, where educators and education personnel have rights and obligations, especially in developing their competence and professionalism in improving the quality of education. Therefore, this also indirectly affects the quality of learning because the quality of educators and education staff also increases, so that the learning process will be more effective in producing graduates or output that is quality and able to compete.

This is in accordance with what Atikasari (2020) stated that the quality of education includes 3 (three) important aspects which include (1) educational input, (2) educational process, and (3) educational output. Educational input is all components, resources and factors that enter the educational process, which become the basis or starting material for implementing education. The educational process is a series of activities and actions that take place when individuals experience the learning process. This process involves various stages and components which aim to share knowledge, skills, values and understanding with students. Educational output is the result or achievement resulting from the educational process provided to students. This output reflects the level of understanding, skills, knowledge and development that students have achieved during the learning period. In general, educational output produces quality graduates from the ongoing learning process

4. Conclusion

Based on discussion and based on data analysis from interviews, observations and documentation that have been carried out at SMA Negeri 1 Tuban. So it can be concluded that the implementation of the PBD program at SMA Negeri 1 Tuban is carried out through a series of activities which include PBD socialization activities from education and school offices, AN simulation and dress rehearsal activities, implementation of AN activities, downloading and understanding the results of education report cards, IRB activities based on education report cards. , formulation of school activities in the form of RKT and RKAS based on education report cards, approval from all parties related to the RKT and RKAS that have been determined. However, in the process of implementing the PBD program, several obstacles or obstacles were still encountered in the implementation of AN, namely there were problems with the server, types of questions that were not relevant, random selection of students which was less relevant in describing the competency of all students. Apart from that, the time for preparing the RKT and RKAS also coincided with other school activity schedules so that the school experienced difficulty in managing the time and parties assigned. The implementation of the PBD program also has an impact on the quality of education at SMAN 1 Tuban, where the impact felt by the school includes improvements to the school planning process and improvements to the quality of educators and education staff.

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