

THE ROLE OF THE PRINCIPAL AS A MANAGER IN STRENGTHENING SCHOOL-BASED DATA PLANNING

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ABSTRACT

This study aims to describe the role of the school principal as a manager in the implementation of School-Based Data Planning at SD Negeri 2 Pamotan, Rembang Regency. Using a qualitative descriptive approach, the study involved in-depth interviews, direct observation, and documentation to collect data from the principal, teachers, and relevant school documents. The findings reveal that the principal plays a central role in all managerial functions—planning, organizing, implementing, and monitoring—related to PBD. The principal leads the IRB cycle (Identify, Reflect, Improve) by utilizing the Education Report data as a foundation for policy-making and school program development. Despite limitations in human resources and data literacy, the principal has fostered collaboration and reflective practices among teachers to enhance educational quality. The study highlights the importance of data-driven leadership in realizing effective school planning. The implementation of PBD has positively impacted literacy and instructional quality, demonstrating that strong principal leadership is key to achieving sustainable improvements in education

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INTRODUCTIONS

Education is a fundamental sector in national development, playing a crucial role in producing superior and competitive human resources. The Indonesian government continually endeavors to enhance education quality through various policies, one of which is Data-Based Planning (DBP). DBP represents a strategic approach to educational management grounded in accurate and relevant data analysis in order to formulate more targeted policies (Kemendikbudristek, 2023). This policy aligns with the Regulation of the Minister of Education and Culture of the

Republic of Indonesia No. 9 of 2022 concerning the Evaluation of the Education System, which emphasizes the importance of using data as a foundation for educational planning. Moreover, Government Regulation No. 57 of 2021 on National Education Standards also affirms that educational planning must be based on evaluations of the education system.

Accurate and reliable data serve as the foundation for effective educational planning. In the absence of valid data, planning relies on assumptions and speculation, potentially leading policy astray. Such data are vital for identifying actual needs in the field, setting priorities for necessary actions, and allocating resources efficiently and appropriately. In this context, data-driven planning emerges as an indispensable approach, particularly in efforts to improve the quality of instructional decision-making at the institutional level. Data-based decision-making represents a process that integrates data into its core to enhance student learning outcomes. The theoretical framework they propose emphasizes data usage not merely as an evaluative tool but as an integral element of teaching and learning processes. Data are used not only to assess end-of-term results but also to diagnose learning issues, design interventions, and evaluate the effectiveness of implemented strategies. Therefore, the systematic use of data in education not only supports accountability but also constitutes a primary strategy for achieving sustainable improvements in educational quality.

DBP forms part of the “Merdeka Belajar” (Freedom to Learn) program, which aims to enhance educational quality through data-based evaluation and reflection. DBP leverages various information sources, including the Education Report Card (“Rapor Pendidikan”), which provides data on learning outcomes, learning environments, and school management quality. Data-Based Planning (DBP) is a systematic approach intended to improve educational quality by employing data as the foundation for decision-making.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has developed the Education Report Card platform as a tool to assist educational institutions in conducting more accurate evaluations and planning. However, in practice, DBP implementation in schools still encounters significant challenges, particularly regarding school principals’ understanding and competence in managing data, and a lack of support in crafting data-based policies (Setianto et al., 2024).

The role of the school principal as an educational leader is highly strategic in DBP implementation at the institutional level. According to Muin (2023), principals must be capable of systematic data-based planning to improve educational quality. The key roles of principals in DBP implementation include: (1) School Data Analysis, using the Education Report Card to identify challenges and opportunities in school management; (2) Data-Based Program Planning by developing school policies grounded in evaluations of educational outcomes; (3) Empowering teachers and supervisors by improving educators’ competencies in understanding and applying data in instruction; and (4) Ongoing Evaluation to ensure that policies based on data can be continuously reviewed and refined.

A study by Azira (2024) on school development strategies through DBP at TK Negeri 6 Banda Aceh demonstrated that principals with a deep understanding of DBP can more effectively design data-informed policies, although they still face challenges in obtaining accurate data. Research by Laksmi (2024) at SDN 3 Bebengan, Kendal Regency, also shows that DBP implementation can enhance the effectiveness of educational financial management, despite ongoing constraints in educators’ readiness to comprehend the DBP concept.

DBP is a strategic approach to designing education programs based on analysis of available data such as the Education Report Card, National Assessment, and the Basic Education Data System (Dapodik). According to Ministerial Regulation No. 9 of 2022, DBP aims to improve the quality of education services through a more transparent, evidence-based evaluation system. This process is expected to identify issues within educational units and provide appropriate solutions to enhance school management effectiveness.

In the context of elementary schools, the principal’s role is critical in DBP implementation. Government Regulation No. 57 of 2021 on National Education Standards states that the principal is responsible for data-driven planning, implementation, and evaluation of education. The principal is the leader of change, aware that data serves as the basis for strategic decision-making at the school level.

Although DBP has been integrated into national education policy, its application at the school level continues to face various challenges. Kemendikbudristek's Pocket Book 1, "Why Implement Data-Based Planning," records that approximately 18 percent of SD/MI educational units remain in the "Need Special Intervention" category due to low student literacy and numeracy competencies. This indicates that many schools still struggle to utilize data to improve instruction. Furthermore, another challenge is principals' inability to understand and manage data effectively. According to Pocket Book 2, "How to Conduct Data-Based Planning," principals must possess skills in reading, analyzing, and interpreting data from the Education Report Card to design policies aligned with school needs.

The ideal steps that principals should take in implementing Data-Based Planning involve: Identification—collecting and examining data from the Education Report Card to recognize the school's principal issues; Reflection—delving deeper into the data to analyze root problems; and Improvement of Planning—developing or revising strategies, objectives, and clear steps in educational planning based on the data.

Researchers acting as school supervisors found that nine of ten assisted schools had principals who had not fully implemented data-based planning. School program planning merely imitated and slightly modified the previous year's model. Budget management was need-based rather than data-driven, resulting in school activities proceeding without clear targets. The capacity of principals and teachers to identify, reflect, and improve remained far below expectations.

SD Negeri 2 Pamotan, Rembang Regency, has implemented data-based planning as part of its school development strategy. However, the effectiveness of its implementation remains a major question, particularly regarding the role of the principal as the primary decision-maker. Therefore, this study aims to analyze how the principal of SD Negeri 2 Pamotan, Rembang Regency, implements DBP, the challenges encountered, and the strategies used to optimize this policy's application in order to enhance planning, management, and evaluation effectiveness in DBP implementation. The Education Report Card outcomes at SD Negeri 2 Pamotan, Rembang Regency, are presented as follows:

Table 1. Education Report Card Achievements in 2024

No	Indikator	Achievement Label 2024	Report Score 2024	Change from Previous Year	Report Score 2023
A.1	Literacy Skills	Good	100	Increased by 18,82	81,84
A.2	Numeracy Skills	Good	100	Increased by 29,63	70,37
A.3	Character	Good	65,99	Increased by 6,68	59,31
C.3	Teacher Training Experience	Good	66	Decreased by 34,00	100
D.1	Quality of Learning	Good	70,78	Decreased by 2,88	73,66
D.2	Teacher Reflection and Learning Improvement	Good	65,38	Increased by 1,87	63,51
D.3	Instructional Leadership	Good	59,42	Increased by 7,08	52,34
D.4	School Safety Climate	Good	80,16	Increased by 0,38	79,78
D.6	Gender Equality Climate	Good	72,42	Decreased by 7,41	79,83
D.8	Diversity Climate	Good	77,22	Increased by 0,04	77,18
D.10	Inclusivity Climate	Good	77,22	Increased by 0,04	58,88
E.1	Participation of School Community	Good	79,22	Decreased by 6,88	86,1
E.5	School Programs and Policies	Good	79,81	Decreased by 3,11	82,92

Source: SD Negeri 2 Pamotan Education Report Card, 2024

Based on the data above, the 2024 indicators show generally positive results, with several indicators demonstrating significant improvement compared to 2023.

Data-Based Planning (DBP) is a strategic approach that utilizes data as the foundation for decision-making processes aimed at improving educational quality. DBP is expected to be an effective tool for increasing transparency, accountability, and the overall quality of education in schools. According to Setianto et al. (2024), DBP uses data to design targeted policies and strategies by identifying core issues based on the evaluation of collected data. This data is not only used to assess students' learning outcomes, but also to plan appropriate interventions and evaluate implemented policies. Kemendikbudristek (2023), in the Education Report Card, asserts that DBP assists schools in identifying priority problems, setting desired goals, and designing evidence-based programs grounded in valid data from national assessments, character surveys, and various other sources. This aligns with the Ministry Regulation No. 9 of 2022, which emphasizes the importance of clear and measurable education system evaluation-based planning.

School principals play a crucial role in the implementation of DBP at the school level. As leaders, principals are responsible for guiding and managing the educational planning process based on available data. Muin (2023) states that school principals must possess strong managerial abilities to plan, organize, implement, and supervise the execution of DBP in schools. They must be able to analyze data effectively, design evidence-based programs, empower teachers, and evaluate results to ensure successful implementation. A study by Mahendra et al. (2021) showed that school principals who have a deep understanding of DBP concepts are better equipped to optimize school programs. The study emphasized the importance of instructional leadership in sustaining DBP implementation.

Although DBP is a critical policy, its practical implementation continues to face various challenges. Setianto et al. (2024) identified several barriers to DBP application, such as principals' limited understanding of quality indicators in the Education Report Card and the limited capacity of human resources in data management. Research by Elpin et al. (2024) also found that, although DBP has great potential, the main challenge lies in processing and utilizing the data—both by school principals and teachers.

The implementation of DBP in schools consists of several key steps: identification, reflection, and planning for improvement and execution. The first step, Identification, involves collecting and analyzing data from the Education Report Card to identify the school's primary issues. Next, the Reflection phase seeks to analyze the root causes of the problems identified in the data. Finally, the Improvement Planning phase includes the development or revision of better strategies and policies based on the available data (Kemendikbudristek, 2023).

Following the planning phase, school principals must organize resources and coordinate their teams to ensure effective implementation of DBP. This includes determining activities, grouping tasks, delegating responsibilities, and creating working relationships. This is in line with Robbins & Coulter (2018), who emphasize that data-based organization enables managers to allocate resources more efficiently and effectively. Additionally, supervision becomes a key element in the implementation of DBP. According to Indarti (2020), supervision involves measuring performance and comparing outcomes to established standards. Data-based supervision ensures that implementation proceeds as planned and generates positive impacts on the quality of education.

As leaders, school principals are also responsible for supervising the implementation of DBP. According to Kompri (2015), effective supervision is conducted by setting standards, measuring achievements, and taking corrective actions when deviations occur. This is highly relevant in the context of DBP implementation in schools, where principals must continuously monitor progress and ensure that data-driven policies are applied effectively and in alignment with predetermined goals.

METHOD

This study employs a qualitative descriptive approach to explore in depth the phenomena occurring in the field related to the implementation of Data-Based Planning (DBP) by the principal at SD Negeri 2 Pamotan. A qualitative approach was chosen because the research aims to understand the experiences, perceptions, and strategies employed by the school principal in applying DBP at the elementary school level. According to Sugiyono (2023), qualitative research focuses on describing and interpreting research objects in a natural context, using data derived from

interviews, field notes, official documents, and other sources. Through this approach, researchers are able to uncover deeper meanings behind events that occur in the field. Qualitative research also emphasizes inductive data analysis, which means that researchers first collect data and then draw conclusions based on the available data.

This research was conducted at SD Negeri 2 Pamotan, located in the Pamotan sub-district, Rembang Regency. The data collection was scheduled from February to August 2025, encompassing several stages: preparation, implementation, data collection, analysis, and report writing.

The subjects of this study include the school principal, teachers, and educational staff at SD Negeri 2 Pamotan who are involved in the planning, implementation, and evaluation of data-based programs. The selection of subjects was carried out using purposive sampling, in which individuals were chosen based on their relevance to the research focus namely, the school principal as the primary manager and teachers as field implementers.

Data collection techniques in this study involved in-depth interviews, direct observation, and document analysis. Interviews with the principal and teachers were conducted to gather information about the DBP that had been carried out and to explore the challenges encountered in its implementation. Observations were carried out to directly observe the implementation process of data-driven policies in classrooms, while document analysis involved reviewing the Education Report Card and other documents relevant to DBP. The collected data were analyzed using triangulation techniques to ensure the validity and reliability of the findings. Triangulation involved gathering data from multiple sources, including interviews with the school principal, teachers, and school supervisors, as well as analyzing related documents.

The data analysis employed an inductive approach, in which the collected data were categorized, analyzed, and interpreted based on field findings. The researcher conducted data coding to identify the key emerging themes during the data collection process. The steps of data analysis included: (1) Data Collection: Conducting interviews, observations, and document analysis. (2) Data Reduction: Grouping relevant data and excluding irrelevant information. (3) Data Presentation: Organizing data into matrices, tables, or narratives to facilitate analysis. (4) Conclusion Drawing: Deriving conclusions from the analyzed data to address the research questions.

The primary instrument in this research was the researcher themselves, functioning as the main tool for gathering information from various sources. Although the researcher was the key instrument, interview guidelines and observation sheets were used to ensure systematic and structured data collection. Interviews were conducted with the school principal, teachers, and school supervisors to explore their experiences and understanding of DBP.

The data sources in this study are divided into two categories: (1) Primary Data Sources: Principals, teachers, and educational staff directly involved in the implementation of DBP. (2) Secondary Data Sources: Relevant documents, such as the Education Report Card, field notes, and school administrative records. This study was carried out in several stages, namely: (1) Identification of Research Problem: Defining the focus of the study, which is the role of the school principal in the implementation of DBP at SD Negeri 2 Pamotan. (2) Research Planning: Designing the research plan, including the selection of appropriate methods and data collection techniques. (3) Data Collection: Conducting interviews with the school principal and teachers, as well as direct field observations. (4) Data Analysis: Analyzing the collected data to identify patterns, themes, and relationships. (5) Research Report Writing: Compiling a report that describes the research findings and their interpretations.

RESULT AND DISCUSSION

Result

SD Negeri 2 Pamotan, established in 1985, envisions itself as a school that excels in academic achievement rooted in faith and devotion. With the primary goal of enhancing students' intelligence, character, and skills, the school is committed to improving the quality of education through data-based planning (Perencanaan Berbasis Data/PBD), which is utilized to formulate educational policies and teaching programs.

The principal plays a central role in managing data-based planning at the school. The implementation of PBD begins with the identification of indicators from the *Rapor Pendidikan* (Education Report), which serves as the

foundation for determining areas requiring improvement. Based on interviews with the principal and teachers, this identification process is not solely based on the education report data, but also incorporates input from teachers, the school committee, and parents. The principal identifies indicators showing a decline, such as literacy and instructional quality, which become the primary focus areas for improvement. The principal then facilitates collective reflection sessions with teachers to uncover root causes and formulate appropriate solutions to improve learning quality.

The principal, together with the teaching team, conducts reflection on achievements and program planning based on the results of the education report. Root cause analysis is carried out collaboratively, where each teacher is given the opportunity to express the challenges they encounter in the classroom. In this regard, the principal grants teachers the autonomy to manage classroom instruction according to their respective class characteristics, while still aligning with the outcomes of data analysis. Budgeting for educational improvement programs is also carried out by taking into account recommendations from the education report as well as suggestions from teachers and the school committee. Priority programs, such as improving instructional quality and literacy, are given funding priority—particularly through regular and affirmative BOS (School Operational Assistance) funds.

The entire data-based planning process is conducted in a participatory manner, involving teachers, the principal, and the school committee. Reflection and identification of education report results take place in school meetings, allowing each teacher to voice opinions and share solutions to enhance educational quality. This process indicates that planning is not merely administrative in nature, but also reflects strong collaboration among the principal, teachers, and other stakeholders. The principal ensures that reflections do not stop at problem identification but are translated into concrete follow-up action plans that address real needs in the field. This is evidenced by the implementation of data-driven programs and continuous monitoring of classroom activities.

However, challenges in implementing PBD remain, especially regarding teachers' capacity to manage data and the limited resources available at the school. One significant obstacle is the discrepancy between recommendations in the education report and the actual conditions on the ground, which necessitates adaptation during implementation. Additionally, the school lacks a dedicated implementation team to deeply analyze and carry out data-based planning. Despite these limitations, the principal continues to utilize existing structures and fosters collaboration among teachers to overcome such constraints.

The evaluation and monitoring process of data-based planning implementation is conducted systematically and continuously. The principal leads periodic evaluation meetings to assess whether the implemented programs are aligned with the plan and whether the predetermined objectives are being achieved. These evaluations also involve teacher reflections on encountered challenges and the corrective steps required. In this context, the principal demonstrates adaptive leadership by approaching evaluations sensitively in response to the dynamics observed in the field.

The impact of data-based planning implementation is evident in improved educational outcomes, particularly in students' literacy and the overall quality of instruction. Based on data obtained from the *Rapor Pendidikan*, there has been a significant increase in both indicators. Additionally, PBD implementation contributes to the creation of a collaborative work culture within the school, where each member feels a shared responsibility for improving educational quality. Overall, the principal at SD Negeri 2 Pamotan has successfully led the implementation of data-based planning by fostering an environment that supports collaboration, reflection, and continuous evaluation. Through this approach, the school has been able to sustainably enhance educational quality despite facing various challenges and limitations.

A key finding is that the principal is capable of fulfilling their managerial role in implementing data-based planning (PBD) through a systematic, collaborative, and goal-oriented approach aimed at improving educational quality. The strategies employed by the principal encompass all stages of the IRB cycle (Identify, Reflect, Improve), supported by both administrative and personal supervision of the implementation of data-driven programs and policies. This process can be illustrated in the following table:

Tabel 2. Hasil Penelitian

No	Sub-Focus	Field Findings	Data Sources
1	Data-Based Planning	Program	
		The principal leads the IRB (Identify, Reflect, Improve) process using the <i>Rapor Pendidikan</i> and other relevant data. Planning still faces limitations due to the absence of a dedicated data analysis team.	Interviews with the principal and teachers, IRB documents, education report documents
2	Task and Team Organization		
		There is no specific team assigned for achievement analysis; data management and program planning tasks are mostly handled by the principal and a few appointed teachers.	Principal interview, observation, organizational structure documents
3	Program Implementation and Leadership Strategies		
		The principal actively provides motivation and personal assistance to teachers. The IRB-based implementation is applied, though some teachers still struggle to interpret indicators in the <i>Rapor Pendidikan</i> .	Classroom observation, interviews with teachers and the principal
4	Data-Based Supervision and Evaluation		
		Supervision is conducted directly and intensively by the principal. Data-based evaluation is carried out but remains unsystematic due to limited training and supporting human resources.	Interview results, principal's monitoring notes, annual education report evaluation

Discussion

This study aims to describe the role of the principal as a manager in the implementation of Data-Based Planning (Perencanaan Berbasis Data/PBD) at SD Negeri 2 Pamotan, Rembang Regency. Based on interviews, observations, and documentation, the main findings indicate that the principal plays a central role in the entire management cycle, including planning, organizing, implementing, and supervising the implementation of PBD at the school.

Data-Based Planning

In terms of planning, the principal demonstrates strategic leadership by utilizing data from the *Rapor Pendidikan* (Education Report) as the foundation for school policy formulation. The principal identifies performance indicators that have declined or improved and invites teachers to engage in participatory reflection. These steps follow the IRB (Identify, Reflect, Improve) stages recommended by Kemendikbudristek (2023) and are aligned with Permendikbudristek No. 9 of 2022, which emphasizes the importance of evaluating the education system as a basis for planning.

Data-Driven Decision Making (DDDM) is a process that integrates data into decision-making with the primary aim of improving student learning outcomes. In other words, the principal does not rely solely on intuition but uses clear and measurable data to formulate appropriate policies. Research by Padrón et al. (2017) reveals that data-based planning that involves achievement analysis and critical reflection can lead to more effective and relevant education policies.

The principal at SD Negeri 2 Pamotan, in accordance with the data-based planning model, highlights the importance of implementing a comprehensive and evidence-based data analysis model, which functions to enhance

education quality through more accurate and targeted policies. This aligns with the findings of Supardi (2021), who asserts that principals who are able to use evaluation data are more successful in determining school policy direction. In addition, Kusumawardani and Muslim (2020) affirm that optimal use of the *Rapor Pendidikan* helps schools design programs that are well-targeted to students' needs. Rachmawati (2022) further adds that data-based collective reflection with teachers enhances decision-making quality in school program planning.

Organizing for PBD Implementation

In terms of organizing, the principal leads the division of tasks based on teacher competencies and the needs of existing programs. The principal forms a data-based program implementation team that works collaboratively and establishes cross-functional coordination between teachers and school staff. This process is consistent with Robbins and Coulter (2018), who explain that organizing involves arranging available resources to achieve organizational goals effectively and efficiently.

It is important to note that effective organizing includes determining activities, grouping tasks, delegating authority, and creating harmonious working relationships among all stakeholders. Organizing is a critical stage in ensuring that organizational goals are achieved in a systematic and structured way. Moreover, research by Hargreaves et al. (2018) indicates that principals who excel in organizing are able to build strong teams to implement data-based programs consistently.

Additionally, the principal introduces adequate coordination mechanisms among teachers to ensure that each data-based program is well implemented. This aligns with the findings of Hallinger et al. (2019), which reveal that clear organizing contributes to improved quality of data-based educational management. Research by Putri and Nuryanto (2019) shows that the success of school organization is strongly influenced by the clarity of structure and role distribution in program implementation. Similarly, Prasetyo and Lestari (2021) state that forming collaborative data-based teams increases the effectiveness of program implementation. A study by Wulandari and Hadi (2020) also reveals that coordination among teachers within a clear organizational structure contributes to greater work efficiency and the achievement of school targets.

Implementation of PBD in Schools

Regarding implementation, the principal acts as the driving force to ensure programs run according to plan. The principal not only gives instructions but is also directly involved in guiding teachers to understand indicators in the *Rapor Pendidikan* and providing support in developing instructional strategies.

The implementation of data-based planning is carried out adaptively. The principal ensures that both individual and group discussions are conducted so that each teacher can adjust their strategies to suit classroom conditions and student needs. This strategy is consistent with the findings of Grissom et al. (2018), who emphasize the importance of the principal's role in assisting teachers during the implementation of data-driven policies to ensure the achievement of educational goals.

Furthermore, Andrews & Sutherland (2016) found that principals who are directly involved in supporting teachers during the implementation of data-based education policies tend to achieve better outcomes in both learning and classroom management. National research by Ramadhani and Susanto (2020) supports this, stating that principal involvement in the implementation process increases teacher enthusiasm in applying student-centered instruction. Astuti and Widodo (2021) show that flexible strategies aligned with data results enhance the effectiveness of classroom instruction. Meanwhile, Kurniasih (2023) affirms that the principal's role as a mentor in data-based program implementation has a direct impact on improving teacher motivation and performance.

Supervision and Evaluation of PBD

At the supervision and evaluation stage, the principal conducts regular monitoring to assess the effectiveness of PBD implementation. Evaluation is carried out through analysis of performance indicators such as literacy,

numeracy, and student character, as well as through reflective discussions with teachers to evaluate whether the implemented policies are effective.

The findings obtained are then used as a basis for adjusting future planning, reflecting the principle of continuous improvement as outlined in Government Regulation No. 57 of 2021 on National Education Standards. Ongoing evaluation enables schools to continuously adapt and improve deficiencies, thereby significantly increasing educational quality outcomes.

The evaluation process conducted by the principal also supports the findings of Leithwood et al. (2020), who state that regular and reflective data-based supervision plays a significant role in improving the quality of teaching and school management. In addition, Jeynes (2017) emphasizes that effective supervision is key to maintaining the sustainability of PBD implementation and ensuring that evaluation is based on objective and comprehensive results. This is further supported by national research from Hidayat and Sari (2022), which found that regular supervision by the principal positively impacts teacher discipline and effectiveness in responding to education report data. Nugroho and Fatmawati (2021) note that data-based evaluation helps in preparing more measurable follow-up programs. Moreover, a study by Maharani and Rukayah (2023) shows that participatory, data-based supervision fosters a more reflective and accountable working culture within schools.

CONCLUSION

Based on the findings of this study on the role of the principal as a manager in the implementation of Data-Based Planning (Perencanaan Berbasis Data/PBD) at SD Negeri 2 Pamotan, Rembang Regency, it can be concluded that the principal plays a crucial role across all managerial stages, including planning, organizing, implementation, and supervision.

At the planning stage, the principal utilizes data from the *Rapor Pendidikan* (Education Report) to identify the school's strengths and weaknesses and to determine policy and program priorities aligned with the needs of students and the school. This identification process is conducted systematically by considering performance indicators that show either a decline or improvement. It is carried out within a data-based planning framework grounded in the evaluation of learning outcomes and overall school performance. During the organizing stage, the principal demonstrates the ability to manage human resources effectively by assigning tasks and responsibilities that align with each teacher's competencies. The formation of an implementation team and the involvement of the entire school community in the planning process reflect the principal's application of an effective participatory approach. A clearly structured organization greatly supports the achievement of the planned educational goals. In the implementation stage, the principal acts as the primary driver of data-based programs by facilitating reflection activities and providing both personal and collective guidance to teachers. Implementation is conducted with consideration for the needs of each class and the characteristics of the students. This approach allows teachers to tailor appropriate strategies according to field conditions. At the supervision stage, the principal conducts regular monitoring to assess the effectiveness of the data-based programs being implemented. Data-based evaluation involves analyzing educational quality indicators collected throughout the learning process. The findings from these evaluations are used to adjust existing policies in order to improve and enhance the quality of education in the future.

Overall, this study demonstrates that the success of PBD implementation is highly dependent on the principal's leadership, particularly their ability to integrate data literacy with effective managerial functions. The success of SD Negeri 2 Pamotan in improving its educational quality indicators from 2023 to 2024 provides tangible evidence that the principal's leadership plays a key role in transforming educational quality at the primary school level.

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