OPTIMIZING DATA-BASED PLANNING TO REALIZE THE QUALITY OF CONTINUING EDUCATION AT SDN CILEUNGSI 06

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ABSTRACT

This study aims to identify and analyze the root problems in Data-Based Planning (PBD) to improve the quality of sustainable basic education. The research was conducted at SDN Cileungsi 06, located in Cileungsi Subdistrict, Bogor Regency, West Java—an accredited public elementary school with a high-performance profile based on the 2024 Education Report Card. The informants consisted of key education stakeholders at the school, including the principal, selected teachers, and school administrative operators, all of whom are directly involved in the planning, implementation, and evaluation of educational programs.Data were collected through document analysis of the Education Report Card, observations of learning community (Kombel BERSINAR) activities, and in-depth interviews. The findings show that the most effective strategies to achieve sustainable education quality include: (1) using educational report data as a basis for collective reflection and decision-making, (2) applying the Identification, Reflection, Improvement Planning, and Implementation Enhancement (IRBB) model, (3) fostering teacher collaboration through targeted professional development, (4) integrating learning community outcomes into school planning documents (RKT and RKAS), and (5) cultivating a school culture based on collaboration, innovation, and continuous evaluation. These results indicate that data-driven planning—when supported by active stakeholder participation and professional learning communities—can transform school planning from a mere administrative task into a strategic, sustainable tool for educational improvement.

INTRODUCTIONS

Education Basic education serves as the primary foundation for developing human resources. The success of education is not only determined by the extent of individual knowledge but also by how education contributes to improving quality of life, economic progress, and social development. Therefore, effective educational planning is essential for creating a system that is both efficient and impactful.

Sustainable education quality depends greatly on a well-directed and responsive planning system tailored to the needs of educational units. Data-Based Planning (PBD) offers a strategic approach that allows systematic, measurable, and continuous improvements in education quality. In this context, data-based planning helps elementary schools identify their needs, formulate programs, and implement effective improvement strategies. Research shows that data-driven planning involving active participation from teachers, principals, and learning communities significantly contributes to ongoing educational quality enhancement (T. Andriansyah, et.al, 2021). Nevertheless, education in Indonesia still faces various challenges. One major issue is the high number of low-performing students, which the government aims to reduce to 15–20% by 2030. Furthermore, the repetition rate in Indonesia reaches 16%, higher than the OECD average, and student absenteeism remains prevalent (Sri Rahayu, et al., 2022). In response, President Joko Widodo emphasized the need for comprehensive improvements covering regulation, infrastructure budgets, school management, teacher quality, and administrative burdens on teachers.

An important instrument supporting these improvements is the Programme for International Student Assessment (PISA). Indonesia has participated in PISA since 2000, and in 2022, its literacy ranking improved by 5–6 positions compared to PISA 2018. PISA, the Education Report Card, and Data-Based Planning (PBD) are all interrelated in efforts to enhance learning quality. The Education Report Card, which compiles assessment data from national tests and other sources, can serve as a basis for data-driven planning to improve teaching quality (Edward Saillis, 2016).

Another key issue is the inequality of access to educational resources. Underfunded schools often remain trapped in a cycle of poverty, unable to provide proper facilities, learning materials, and educational technology. This disparity significantly undermines the quality of education (Sri Rahayu, et al., 2022). Therefore, investment in educational resources—both infrastructure and teacher training—is crucial to create a conducive learning environment (T. Andriansyah, et.al, 2021).To address these issues, the concept of Total Quality Management (TQM) has been widely applied in education. The government has empowered school authorities to fully optimize their potential through TQM to achieve desired educational standards (Risa, et.al., 2020). Quality education is not determined solely by academic achievement but also by how well the education system is managed, the adequacy of services provided, and the involvement of all stakeholders (Edward Saillis, 2016).

Many factors contribute to educational quality, such as teachers, staff, curriculum, learning processes, financial support, and management. These are generally divided into two components: internal (within the school) and external (community and government). Both must work in synergy to achieve educational goals (Ismail, 2019). In quality assurance, issues are not only related to inputs, processes, and outputs, but also outcomes (Rouf, 2017).

The implementation of Data-Based Planning aligns with national education policies. Government Regulation No. 57 of 2021 on National Education Standards and Ministry Regulation No. 09 of 2022 on Education System Evaluation recognize PBD as part of internal evaluation through the Education Profile and Report Card. These evaluations are the basis for policy adjustments, program planning, and sustainable quality improvement at central, regional, and school levels (Paul C. Preuss, 2009). Well-structured data-driven planning has been proven to enhance the effectiveness of school improvement programs (Widodo et al., 2020).

The Education Report Card is a vital source for identifying areas for intervention in both schools and regional education systems. The purpose of implementing PBD is to improve budget efficiency and school management

systems that are effective, accountable, and concrete (Setianto & Tias, 2024). However, challenges persist, such as the lack of a school culture centered on continuous evaluation, limited human resources, and incomplete data on children with special needs. Additionally, many teachers lack training in data utilization.

This research was conducted at SDN Cileungsi 06, located in Cileungsi Subdistrict, Bogor Regency, West Java. The school covers a land area of 2,427 m² and received an "A" accreditation in 2021, valid until 2026. Based on the 2024 Education Report Card, SDN Cileungsi 06 has achieved high literacy and numeracy outcomes, with 90% of students reaching minimum competency. The school ranks in the top 1–20% at the district/city level and in the upper-middle 21–40% nationally. The character values of students are well-developed, as they demonstrate Pancasila values such as morality, cooperation, independence, creativity, critical thinking, and global awareness.

The quality of learning at SDN Cileungsi 06 is strong, with optimal classroom environments, affective support, and cognitive activation from teachers. The use of Information and Communication Technology (ICT) in managing BOS (School Operational Assistance) funds is well-executed, ranking in the top 1–20% at both district and national levels. The school's high proportion of online fund management via SIPlah and ARKAS platforms reflects strong digital financial governance. These factors formed the basis for selecting SDN Cileungsi 06 as the research site.

Although many studies have examined educational quality, few have explored how data can specifically improve the quality of continuing education. Furthermore, there is limited research on the roles of stakeholders such as parents, teachers, students, and the community in data-driven planning processes, even though their involvement is essential for the success of educational policies. Additionally, the evaluation of the impact of data-driven planning on education quality remains a research gap worth investigating.

This study aims to analyze the optimization of data-based planning in realizing the quality of continuing education at SDN Cileungsi 06. Specifically, the research seeks to examine how the involvement of stakeholders—such as teachers, school leaders, parents, and the community—affects the success of implementing data-based planning as a strategy to improve the quality of basic education.

RESEARCH METHOD

Research Design

This study uses a descriptive qualitative research method by examining the research object more deeply. The results of the observations were analyzed, elaborated into a framework of thinking related to Data-Based Education Planning and the quality of continuing education. Qualitative research is an in-depth approach to exploring social and cultural phenomena by prioritizing a holistic understanding of the data collected. This research is different from a quantitative approach that prioritizes numbers or statistics (Moleong, 2019). Moleong also emphasized the importance of researcher involvement as the main instrument in qualitative research. While another opinion is that qualitative research is the collection of data on a problem setting with the intention of interpreting the phenomenon that occurs where the researcher is the key instrument (Agito, 2018).

Qualitative research is one of the methods used to explore and understand phenomena that occur in social and cultural contexts in a more in-depth and detailed way (Soegiyono, 2019). Sugiyono explained that in qualitative research, the main goal is to understand phenomena in a specific context. Researchers not only collect data, but also interpret the data to gain an understanding of the meaning contained in the phenomenon. Therefore, this approach emphasizes more on understanding the process, not just on measurable results. Descriptive research is a type of research that aims to describe or describe current phenomena, both of human and natural engineering.

Population and Sample

The researcher used research instruments to collect research data. Sample and population from this study are the principals, teachers, operators of SDN Cileungsi 06. The population in this study is all parties involved in the management and implementation of activities at SDN Cileungsi 06, namely principals, teachers, and school operators.

This population was chosen because they are parties who have a direct understanding and involvement in the educational process and the use of the administrative system or school management that is the focus of the research.

The research sample was taken purposively, which is based on certain considerations that are in accordance with the research objectives. The sample consisted of school principals, several teachers, and school operators who were actively involved in school administrative and operational activities. Purposive sampling techniques are used to ensure that the selected informants are truly relevant and can provide data that is appropriate to the needs of the research.

This sampling aims to obtain in-depth information from respondents who are considered to understand the problem being researched, so that the data obtained can describe the actual conditions and support the analysis accurately.

Research Instruments

The stages for data collection are needed to compile research instruments. This research instrument aims to enable researchers to collect information data to sharpen and complete document data such as: interview results, observation results, documentation results, and document analysis. The researcher compiled a grid of research instruments consisting of 5 research sub-focuses, namely 1) Identification of Data-Based Planning for sustainable quality improvement at SDN Cileungsi 06, 2) Reflection in Data-Based Planning for sustainable quality improvement at SDN Cileungsi 06, 3) Improvement of planning in Data-Based Planning for sustainable quality improvement at SDN Cileungsi 06, 4) Improvement of the implementation of Data-Based Planning for sustainable quality improvement at SDN Cileungsi 06, 5) Opportunities and challenges in implementing Data-Based Planning at SDN Cileungsi 06.

Collecting Techniques Data

Data collection techniques are carried out by means of observation, interviews, and documentation. The data collection method is used by researchers to obtain research data from data sources, namely research subjects and samples. The use of data collection methods is a must, because it is used as the basis for the creation of the next research instrument. Researchers use research instruments to collect research data (Kristanto, 2018). The first stage in a study is data collection. Credible data will be generated with the right data collection techniques, and vice versa. Therefore, this step must be done carefully and in accordance with the procedures and characteristics of qualitative research. This is because errors or imperfections in the data collection process will produce unreliable data, which makes the results of the research unaccountable. In the language of data collection techniques for qualitative research, it will be divided into two learning and learning activities, namely: learning activities 1) about interview and observation techniques, learning activities 2) about documentation and trial techniques (Suwendra, 2018).

The qualitative data analysis process consists of three main stages, namely: 1) Data reduction, 2) Data presentation. Data reduction is the process of selecting, focusing, simplifying, and abstracting data that is relevant to the research topic. Data reduction is done to organize the data and eliminate irrelevant data. Data reduction is carried out with the following steps:1) Read the data repeatedly to understand the overall data, 2) Identify the main themes in the data, 3) Separate the data based on the main themes, 4) Write a summary of the data based on the main themes. Data Presentation can be done in a variety of ways, such as: 1) Text: Text can be used to present data in the form of narratives, descriptions, or descriptions, 2) Tables: Tables can be used to present data in the form of columns and rows. 3) Diagrams: Diagrams can be used to present data in the form of images, such as *flowcharts, mind maps,* or *tree* diagrams.

Results and Discussion

Sicily is located in region NortheastKabupaten Bogorwhich was formerly part of regionSquirrelly. In the past, Cileungsi was included in the Kawedanan Jonggol, which was abolished in 1963 by Presidential Regulation Number 22 of 1963. The area in 2024 is around 70.08 km^2.

This sub-district is directly adjacent to the Bekasi City and East Jakarta areas, making it a strategic area on the border between Bogor and Greater Jakarta. Currently, Cileungsi is the district with the third largest population in the country.Kabupaten BogorafterPrincess MountainandCibinong, and is the second most advanced sub-district (based onHuman Development Index)Kabupaten BogorafterPrincess Mountain. The center of Cileungsi sub-district is located in the Transyogi Metland Area. Cileungsi is located at an altitude of between 55 – 178 meters above sea level. Cileungsi is one of the sub-districts with high population growth in Bogor Regency. Cileungsi District consists of 12 villages. This is due to the development of large-scale residential and residential areas (such as Metland, Harvest City, Citra Grand Cibubur, etc.) as well as being close to Jakarta's industrial and buffer areas.

In Data-Based Planning, there are 2 ways, namely through the analysis of the Education Report Card download and the exploration of the Education Report platform dashboard. For PBD at SDN Cileungsi 06, the first method is to download the Education Report. Here are the steps: 1) Open *the file*/document that has been successfully downloaded from the Education Report platform, 2) Select the Rekom tab. Overall**, 3)** Look at the identification column, and then select the problem that will be the focus to fix.

The overall recommendation of PBD SDN Cileungsi 06 is the first root of the problem, namely level 1, the main indicator in D.8 climate diversity. Level 2 sub-indicator of the root of the problem in D.8.1 religious and cultural tolerance. The second root of the problem is the level 1 main indicator in D.8 climate diversity. Level 2 sub-indicator of the root of the problem in D.8.3 is tolerance and equality of students.

From the problems that have been selected in stage 1, in this stage 2 SDN Cileungsi 06 can choose all or part of the root of the level 1 and 2 problems that want to be fixed which are contained in the Root of Problem column. Once the problem is identified, the reflection stage is carried out by analyzing the data more deeply to find the root of the problem. Based on the results of analysis and reflection on the Education Report data, several main root problems were found that affect the achievement of the quality of education at SDN Cileungsi 06, including: 1) Religious and cultural tolerance in schools that needs to be improved, 2) Lack of understanding of GTK on the prevention of sexual violence, 3) Uneven implementation of innovative learning practices. Reflection also includes evaluating learning conditions in the field and student achievements in order to understand the factors that cause these problems. They have planned and initiated improvement programs to improve learning, the school environment, and the overall protection of students. Members of Kombel BERSINAR (Achievement, Innovative, Active, Religious) reflect together on learning practices, challenges faced, and unachieved values (e.g. underdeveloped innovation, low student participation).

From the root of the problem that has been formulated, SDN Cileungsi 06 is: 1) Determining programs and activities to solve the identified root problems, 2) In determining programs and activities referring to examples of programs and activities formulated by the Ministry of Education and Culture, Research and Technology, 3) After identifying and finding the root of the problem through a process of reflection on the education report card, then the process of fixing or determining programs and activities. . Kombel BERSINAR prepares an improvement action plan based on the results of reflection, with an innovative and active spirit such as independent training through the GTK Room, IHT in schools to improve the quality of learning. What was carried out was IHT IKM, learning using artificial intelligence, innovative learning with Canva and wordwall.

The education unit monitors and evaluates the implementation so that the improvements run effectively and have a real impact. If necessary, revisions and adjustments to the plan are made based on the results of the implementation evaluation.

In this stage of improving implementation, the school utilizes the Learning Community (Kombel) which was formed for the implementation of the Independent curriculum. Kombel at SDN Cileungsi 06 is called Kombel BERSINAR (Achievement, Innovative, Active, Religious). Kombel's role is to strengthen the implementation of improvements with a collaborative and reflective spirit.

There are 3 stages of the monitoring and evaluation process, namely: 1) Monitoring and Evaluation Stage 1: Evaluating the realization of the implementation of activities and budgets, 2) Monitoring and Evaluation Stage 2: Recording and documentation of changes, 3) Monitoring and Evaluation Stage 3: Evaluating quality achievements.

Table 1.1 Data-Based Planning Monitoring and Evaluation

No	Indicator	2023	2024	Delta
1	Literacy Ability	96,67	90	-6,67
2	Numbering Capabilities	86,67	90	+3,33
3	Character	56,65	59,77	+3,12
4	Quality of learning	66,83	67,67	+0,84
5	School safety climate	70,45	78,22	+7,77
6	Climate of diversity	72,63	67,78	-4,85

Educational planning considers current conditions in determining the priorities and costs of education for the future. The opportunities and challenges faced by schools require a strategy for the implementation of PBD in schools. The support of all parties is very meaningful and helpful even though the opportunities and challenges differ from year to year. The results of the study were found in the PBD opportunity that Data-Based Planning (PBD) opens up great opportunities for educational units to increase the effectiveness and efficiency of school program planning. PBD allows for the preparation of programs that are more measurable and on target because they are based on real conditions and actual needs of schools.

The Education Report Platform is a report on the results of the evaluation of Education services as an improvement of the Quality Report prepared by evaluation instruments and processes that focus on student learning outcomes. Sourced from more objective data, the Education Report Card is used as a reference for education quality evaluation, data-based planning, and follow-up to improve the quality of education for district/city, provincial or central education units.

The results of the study show that by 2024 SDN Cileungsi 06 will experience an increase in four priority indicators, including literacy, numeracy, security climate, and diversity climate, but still faces challenges in student character and learning quality. The main root problems include the competence of reading literary texts, algebraic domains, and learning methods. To address this, schools adopt a data-driven planning model with *an Identification, Reflection, and Improvement (IRB) approach*. The strategies implemented involve teacher training, strengthening education policies, and optimizing facilities and infrastructure. This research emphasizes the importance of a data-driven approach in designing education policies that are more effective, efficient, and sustainable. This finding is expected to be a reference for other schools in an effort to improve the quality of education in an integrated manner.

1. Identify Data-Based Planning for Improving the Quality of Continuing Education

The Education Report Card can be downloaded in excel format. To download the Education Report report, you need to be connected to the internet network first, but if the file has been downloaded, you can immediately use it without an internet network. Excel files will make it easier to conduct in-depth analysis to perform the IRBB process. Although they look the same, the Education Report Card, Education Profile and Education Report Platform are different.

The cycle of continuous improvement of the quality of education unit services is the key to realizing the school we aspire to. The cycle of improving service quality uses the IRBB approach (Identification, Reflection, Improvement Planning, Improvement of Implementation). Basically, there are 2 ways to carry out Data-Based Planning (PBD) for primary and secondary education levels (elementary, junior high, high school, vocational school and SLB), namely by analyzing the download of the Education Report and exploring the dashboard of the Education Report platform. SDN Cileungsi 06 uses the first method, namely the analysis of the download of the Education Report Card.

The cycle of continuous improvement of the quality of education unit services with IRBB (Identification, Reflection, Planning, Implementation Improvements, namely: 1) The school identification stage collects and interprets data on the condition of school services. 2) The reflection stage of the school determines the priority of improving the services that are most needed, 3) The stage of improving school planning plans for efforts to improve services, 4) The stage of the implementation of the school implements and evaluates the results periodically.

2.   Reflections on Data-Based Planning for Improving the Quality of Continuing Education

The reflection stage is carried out to find a formulation of improvements to the problems that arise. The details of the reflection stage are as follows: 1) From the problems to be intervened, the education unit can find the root of the problem from each point selected to be intervened. Various root cause formulation methods can be carried out ranging from the simplest to the use of complex data analysis. 2) Finding the root of the problem of the level 1 indicator through the level 2 indicator or other dimensions. For example: the problem of Indicator A.1 can be found from indicator A.1.1 and from dimensions D (process) and dimensions C and E (Input), 3) The root of the problem can be done by looking at the level 2 indicator of the already defined problem and Looking at indicators from other dimensions where the achievement is low.

3.   Improve Planning in Data-Based Planning to Improve the Quality of Continuing Education

At the Improvement stage, educational units will be recommended programs or activities to overcome problems that arise at the identification and reflection stage. The details of the stages of Benahi are as follows: 1) From the root column of the problem that has been formulated, the education unit can determine programs and activities that can solve the root of the problem that has been identified, 2) In the column of determining programs and activities, the education unit can refer to examples of programs and activities formulated by the Ministry of Education and Culture.

4.   Improve Implementation in Data-Based Planning

Phase 1 Monitoring and Evaluation is evaluating the realization of the implementation of activities and budgets, aiming to determine the suitability between the work plan and implementation. In this phase 1 monitoring and evaluation, education units can take the following steps: 1) Download data on the realization of activities and budgets from the ARKAS platform or can also be in other forms, 2) Review the achievement of the implementation of activities and budget absorption, 3) Formulate recommendations for improvement.

Monitoring and Evaluation Phase 2 is recording and documenting changes, aiming to find out the Evidence of Changes. In this phase 2 monitoring and evaluation, education units can take the following steps: 1) Make a comparison of various changes that are estimated to be the result of activities that have been carried out, 2) Make documentation of changes and forms of photos/videos or other forms.

Monitoring and Evaluation Phase 3: Evaluation of quality achievements, aims to identify the results of quality improvement and specifically for monitoring and Evaluation Phase 3 is only necessary for primary and secondary education units. In this 3rd stage of monitoring and evaluation, education units can take the following steps: 1) Make a comparison of the achievements of the educational profile from year to year, 2) Provide notes related to the comparison of data, whether it increases, decreases, or remains, 3) Formulates recommendations on the findings of the evaluation.

5.   Opportunities and Challenges in Implementing Data-Based Planning for Improving the Quality of Continuing Education

Opportunities in Data-Based Planning are: 1) More Efficient and Targeted Planning. Using relevant data (e.g. Education Report Scores, diagnostic assessments, or learning environment surveys), schools can identify real root causes and develop plans based on actual needs; 2) More participatory data-based planning. PBD encourages the involvement of various parties, namely teachers, school principals, education staff, and even parents in the process of reflection and decision-making. With data as a common basis, discussions become more open and fact-based, not mere assumptions; 3) More Responsible Planning because the plan is based on verifiable data, schools are required to run the program in accordance with the needs that have been objectively identified; 4) More transparent planning. Because data can be accessed and reviewed together, all parties can see the reasons behind the school's program decisions or priorities. It creates a climate of transparency and trust in the management of education; 5) Faster and

Easier Planning. With the support of technology such as Education Report Cards, GTK Rooms, and Dapodik, education units can access data quickly, process it digitally, and directly use it as the basis for compiling improvement programs.

The findings of this study align with previous research that emphasizes the importance of a systemic, collaborative, and reflective approach in implementing school improvement initiatives. Askell-Williams and Koh (2020) assert that the sustainability of school quality improvement relies heavily on the structured involvement of school communities and stakeholders in continuous development cycles. The IRBB approach (Identification, Reflection, Improvement Planning, and Implementation Enhancement) implemented at SDN Cileungsi 06 reflects a similar model rooted in strategic educational management. This strategy is also consistent with the principles of Total Quality Management (TQM), which is widely adopted in educational reform efforts. TQM stresses the involvement of all stakeholders and a continuous improvement mindset as essential to achieving excellence in education (Hasnadi, 2021; Dewi & Primayana, 2019). At SDN Cileungsi 06, the collaboration between school leaders, teachers, and learning communities (Kombel BERSINAR) illustrates the operationalization of these principles in a real-world setting.

Furthermore, the integration of data-driven planning is supported by the work of Gehrmann, Pelzmann, and Matthes (2017), who highlight that educational management based on empirical data is critical to reducing disparities and improving service quality at the regional and school levels. Musakirawati et al. (2023) also emphasize the role of the Indonesian Education Report Platform as a reliable tool for schools to assess conditions and determine measurable, targeted improvements.

A key element in the success of data-based planning is the active participation of school stakeholders in decision-making, which is in line with the findings of Hidayah et al. (2025). They found that when principals and teachers collaboratively reflect on data from school performance reports, they are better able to formulate context-specific action plans. This echoes Nurzen's (2022) concept of data-based decision-making (DBDM), which promotes accountability, transparency, and precision in school management.

Overall, this research contributes not only to the empirical understanding of data-based planning in elementary education but also strengthens theoretical frameworks that emphasize sustainable, evidence-based school development. It underscores the critical role of collaborative learning communities, professional development, and adaptive leadership in transforming educational planning into a strategic instrument for long-term improvement.

CONCLUSION

The results of the research on optimizing data-based planning to improve the quality of continuing education at SDN Cileungsi 06 show that the implementation of data-based planning is an effective strategy to improve the quality of school management and student learning outcomes. The shift towards data-driven schools requires a systemic approach that involves all aspects of the school's organization, from related infrastructure to students.

Improving the quality of continuing education can be achieved through the optimization of data-based planning at SDN Cileungsi 06. Schools have made a more precise, appropriate, and measurable plan by utilizing the Education Report data and program evaluation results. This success is impossible to achieve without the strategic role of the principal. The head of an educational unit who has good managerial skills, academic supervision, and data knowledge can encourage all students to work together and be data-driven. Therefore, school planning has evolved from an administrative function to a strategic tool to achieve sustainable educational goals.

Kombel (Learning Community) is a collaborative space for teachers, heads of education units, and education staff to routinely reflect on the results of Education Report data to jointly identify, reflect and fix problems in schools. In the kombel, teachers learn from each other, understand the data of the Education Report and design learning according to problems in the school.

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