

Management Of Education Quality Achievements Based On Quality Report Card Results At UPT SMP Negeri 2 Bangkala School, Jeneponto Regency

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Abstract

Management of Educational Quality Achievement Based on the Results of the Quality Report Card at the State Junior High School 2 Bangkala Regency. Thesis. Educational Administration Study Program, Specialization of Educational Management, Postgraduate Program, State University of Makassar. (Guided Wahira) . This study examines the management of educational quality achievement based on the results of the quality report card at UPT SMP Negeri 2 Bangkala school, Jeneponto Regency. The purpose of this study is to analyze how the planning, implementation and evaluation stages of the management of educational quality achievements based on the results of the quality report card as well as the supporting factors and inhibiting factors of the management of educational quality achievement based on the results of the quality report card at the UPT SMP Negeri 2 Bangkala school, Jeneponto Regency. Types of qualitative research with a descriptive approach. The data from the research was obtained using interview, observation, and documentation techniques, namely data reduction, data presentation, and conclusion drawn. The results of the study show that the planning to improve the quality of education at UPT SMP Negeri 2 Bangkala is carried out based on the results of the school quality report card with a strategy that includes strengthening the curriculum and improving teacher competence. Program implementation involves various parties and emphasizes interactive approaches as well as extracurricular programs. Evaluation is used to assess the effectiveness of

291



the program, although the monitoring system still needs to be strengthened. Supporting factors include laboratories, conducive learning environments, and teachers who are active in training, while barriers such as distance, limited facilities, and lack of innovation and communication need to be addressed with more effective strategies.

Keywords : Management, Quality Achievement, Education Report Card

INTRODUCTION

Education is something very fundamental and very strategic because through education a nation rises and develops, the program to educate the nation's life is a state ideal as stated in the opening of the constitution of the Republic of Indonesia. Various efforts have been taken by the government and educational institutions that carry out educational tasks in improving the quality of education. Government Regulation No. 57 of 2021 concerning National Education Standards (SNP) explains that the standards for managing education in primary and secondary education units are related to the planning, implementation, and supervision of educational activities in order to achieve efficiency and effectiveness in the implementation of education (Angreani & Muhammad, 2022) .

Management is a series of planning, organizing, mobilizing and supervising activities aimed at utilizing existing resources effectively to achieve goals (Anangsyah & Ardiansyah, 2022) . The School Management System is created and developed according to the needs of the school, with a primary focus on important transactions such as student admissions, registration processes, accounting, student information systems, assessments, and report preparation (Grepon et al., 2022) . In the context of education, the definition of quality includes input, process and output of education.

The quality of education is the excellence or ability of the education system in managing and processing educational input effectively and efficiently so as to produce quality and useful educational output to meet customer needs. The quality of education in Indonesia has seen much progress, with various programs carried out by the government to continue to improve the quality of education. The government has planned short-term and long-term programs so that the program to improve the quality and quality of education in Indonesia occurs sustainably. (Syukri & Alfattah, 2024) .

The low quality of education at every level and educational unit, one of which is at the elementary education level, is one of the problems faced by the Indonesian nation. Quality in



Education is something that differentiates between success and failure. So that quality is an issue that will guarantee the development of schools in achieving status amidst competition in the world of Education. Also the importance of quality human resource management, superior programs, and the role of the principal in improving the strategy of the Education unit to compete in the increasingly competitive Education market (Arifiyanti et al., 2025) . To be able to improve the quality of Education, serious and real efforts are needed from all parties starting from the central and regional governments, principals, teachers, students, parents, the community and the business and industrial world (Siahaan et al., 2023) .

The relevant parties need to design strategies to encourage increased student achievement. This study suggests that parents, principals, and teachers actively contribute to these efforts. In addition, teachers are expected to apply effective and interesting learning methods so that students are more involved in the learning process. It is also important for teachers to pay attention to differences in individual student characteristics in the teaching process (Asare et al., 2024) .

Quality education influences the creation of educated and moral future generations. This is what makes school education quality reports very important to ensure the improvement of education quality. School quality reports are a picture of the condition of the school regarding the SNP achievements obtained related to the quality improvement efforts that have been carried out by the school. In the Regulation of the Minister of Education and Culture No. 4 of 2021 concerning the assessment of learning outcomes by educators and educational units.

Efforts to improve the quality and management of education have been carried out for a long time, such as training teachers and principals, providing learning facilities, and updating infrastructure. To further improve quality, principals can implement democratic management, improve teacher competence, pay attention to educator welfare, plan learning facilities, revise the curriculum, motivate students, involve parents , and make policies according to school needs with an open and participatory leadership attitude (Atikah & Resisca, 2021) .

The application of Total Quality Management (TQM) principles in educational institutions can improve overall quality, both in terms of management, learning processes, and student learning outcomes. By focusing on customer satisfaction (students, parents, community), continuous improvement, and involvement of all parties (teamwork), schools can systematically improve their performance and quality of service. This is reflected in the education quality report card which shows indicators of educational quality achievement in schools (Khasanah et al., 2023) . Data-based planning through the education report card platform aims to improve the quality of



education by relying on real evidence, not comparisons or rankings (Musakirawati et al., 2023) . Through this quality report card, it is very useful for internal and external parties in the school environment (Sudadio et al., 2023) .

Factors that influence the quality of education according to Soedijarto (2008) include the educational process experienced by students, the availability of educational resources including teaching staff, the education budget, and policies that are the result of the political process. This is emphasized by Sukmadinata (2008:7) who states that quality schools are influenced by a quality education process with supporting factors, adequate facilities and infrastructure and costs, proper management, and a supportive environment (Zulkarmain, 2021) .

One related study was conducted by Mokh. Fakhruddin Siswopranoto (2022) in a work entitled "Educational Quality Standards". This study highlights the importance of schools in producing graduates who have academic and vocational competencies, supported by personal, social competencies, and noble moral values. The goal is to form a complete human being who is able to integrate faith, knowledge, and charity. (Siswopranoto, 2022) .

Research by Luthfi Sulkarmain (2021) entitled "Analysis of Quality (Input-Process-Output) of Education at the Islamic Educational Institution MTs Assalam, Mataram City" shows that improvements in the quality of education are carried out every year, both in terms of input, process, and output. These efforts include increasing the interest of new students through extracurricular activities, recruiting educators from Gontor branch institutions, and implementing religious activities for the surrounding community. (Zulkarmain, 2021) .

Based on several previous studies that discuss the Achievement of Educational Quality, it can be concluded that several previous studies above discuss the Output of Quality Report Results in achieving Educational Quality from Each Agency. Therefore, the researcher is interested in discussing the Management of Educational Quality Achievement Based on Quality Report Results at UPT SMP Negeri 2 Bangkala School.

Based on the results of Previous Observations or Research conducted by Researchers at UPT SMP Negeri 2 Bangkala, Jeneponto Regency, it is known that in 2022 to 2023, the Education Report Card is assessed based on 6 main pillars which include student learning outcomes, teaching and learning processes, and school management methods. Achievement of Education Quality based on the Education Quality Report Card at SMP Negeri 2 Bangkala, namely Student Literacy Skills, Student Character, School Security Conditions, School Diversity Conditions, Learning Quality and Student Numeracy Skills which on average in achieving their Education Quality are still below the predetermined Education Quality standards



In 2024, the Achievement of Education Quality based on the Education Quality Report at SMP Negeri 2 Bangkala, namely in Student Literacy Skills, Student Character, School Security Conditions, School Diversity Conditions, Learning Quality and Student Numeracy Skills, which on average in achieving Education Quality, where school diversity conditions and school security conditions have reached the predetermined Education Quality standards.

Based on the results of the previous observations above, the researcher concluded that the school to be studied needed improvement related to things that had not been achieved. So the researcher was interested in studying the Management of Educational Quality Achievement Based on the Results of the Quality Report at UPT SMP Negeri 2 Bangkala, Jeneponto Regency.

METHOD

This study uses a qualitative approach with a case study type, which aims to understand the phenomenon in depth. The object of this study is the process of managing the achievement of educational quality based on the results of the quality report at UPT SMP Negeri 2 Bangkala, Jeneponto Regency. The focus of this study consists of 1) the planning stage, in managing the achievement of educational quality based on the results of the quality report, 2) implementation, in managing the achievement of educational quality, 3) evaluation, on the management of educational quality, and 4) supporting and inhibiting factors in managing the quality of education based on the quality report. This research was conducted at UPT SMP Negeri 2 Bangkala, Jeneponto Regency, the implementation period was January to April 2025. There were 5 informants for this study, namely the principal, vice principal for curriculum, parents of students, school operators, and supervisors. Data collection techniques Observation, interviews, and documentation. Data validity checks using source triangulation and method triangulation, and data analysis techniques used according to miles and Huberman consisted of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Planning for achieving educational quality based on the results of the quality report at UPT SMP Negeri 2 Bangkala

The planning stage at UPT SMP Negeri 2 Bangkala is a very important initial step in efforts to achieve quality education. This planning refers to the results of the education quality report card, and involves various school parties such as the principal, vice principal for curriculum, teachers, operators, supervisors, and parents of students. The main goal to be achieved is to



improve the quality of graduates both in terms of academics and non-academics by prioritizing the school's vision and mission. The strategies used include the preparation of mentoring programs, periodic evaluations, teacher training through MGMP, and revision of the curriculum and learning methods based on evaluation results. Although parental involvement is still limited, the school has begun to open up wider communication space to increase their participation in supporting the quality of education. The entire process shows that data-based, collaborative, and adaptive planning is key to improving the quality of education at the school.

Implementation of Educational Quality Achievements Based on Quality Report Results at UPT SMP Negeri 2 Bangkala

The implementation of educational quality achievement at UPT SMP Negeri 2 Bangkala still faces several challenges but shows strategic steps towards improvement. Socialization regarding school quality report cards still needs to be improved so that all parties understand the objectives, indicators, and results of education quality evaluation. The principal, vice principal, teachers, school operators, and supervisors have an active role, but need higher synergy and intensity in communication and follow-up on recommendations from the quality report card.

In improving the quality of learning, the school has prepared a plan at the beginning of each school year with the involvement of all teachers. However, limited facilities and infrastructure and differences in student characteristics are still challenges. Learning monitoring is carried out routinely, at least once a month, with the involvement of the principal and related teams to ensure the effectiveness of learning and continuous improvement.

Curriculum development is carried out through a development team involving various parties, adjusting to the results of the quality report and the development of the times. Teacher capacity building activities through training and workshops are also pursued sustainably.

In addition, parental involvement in supporting the learning process is considered important, especially in fostering children outside the school environment. This involvement is still formal, such as meetings, and needs to be developed in a more concrete form of collaboration.

Overall, although the quality of education at SMP Negeri 2 Bangkala is still low according to the quality report, there are ongoing efforts in terms of planning, implementation, monitoring, and evaluation. However, increased collaboration across school elements, more effective socialization strategies, and strengthening of teacher development programs are needed so that the quality of education can improve significantly.



Evaluation of Educational Quality Achievements Based on Quality Report Results at UPT SMP Negeri 2 Bangkala

Evaluation of educational quality achievement at UPT SMP Negeri 2 Bangkala is carried out comprehensively by referring to the results of *the quality report*, especially based on student success. The evaluation is carried out by the principal, vice principal for curriculum, teachers, homeroom teachers, school operators, and supervisors, with a data-based approach to identify strengths and weaknesses in the learning process and achievement of educational standards. The main aspects of the evaluation include

- a. Student Achievement Analysis, evaluation is conducted by reviewing student learning outcomes through AKM and other success indicators. Data is processed using tools such as Excel and Google Sheets to obtain an overview of achievements and deficiencies, which then become the basis for determining improvement priorities.
- b. Curriculum and Learning Evaluation, conducted through meetings, curriculum team discussions, and the formation of evaluation teams. Evaluation targets the effectiveness of the curriculum and learning strategies. If low learning outcomes are found, learning methods are revised, and additional programs such as after-school tutoring are implemented.
- c. Parental Involvement, The role of parents is considered important, although their involvement has not been carried out systematically. Schools try to open up communication spaces through meetings and discussions of student learning outcomes. Activities such as *parenting workshops* are an alternative to strengthen the role of parents.
- d. Achieving Education Standards Schools strive to meet national education standards by improving the quality of the learning process, teacher quality, and facilities. If deficiencies are found, schools design interventions through enrichment, teacher training, and strengthening the role of parents and the community.
- e. Follow-up of Evaluation Results The school has started implementing follow-up through enrichment activities, monitoring, and routine evaluation. Programs such as *Continuous Professional Development (PPB)* are implemented to improve teacher competency and learning effectiveness, by involving various stakeholders.

Evaluation of Educational Quality Achievements Based on Quality Report Results at UPT SMP Negeri 2 Bangkala

Supporting factors for achieving educational quality at UPT SMP Negeri 2 Bangkala include a safe and conducive school environment, interactive learning approaches from teachers, and the



availability of extracurricular activities such as scouts, sports, and arts that support student character development. The quality of educators, most of whom have met S1 qualifications and actively participate in training, also contributes positively to improving the quality of learning. In addition, support from school management, utilization of existing facilities and infrastructure, and the active role of the school community also strengthen the education process. However, the effectiveness of this support is greatly influenced by good communication between all related parties, including supervisors and principals, in implementing innovations and improvements needed by the school.

DISCUSSION

Planning Educational Quality Achievement Based on Quality Report Results

Educational planning plays a key role in determining the direction and success of quality management in schools. A plan consists of four main elements, namely predetermined activities, a series of processes, targets to be achieved, and future time projections (Ramadhani, 2021) . Planning is inseparably related to aspects of implementation and supervision, including monitoring, assessment, and reporting activities. The essence of planning itself is a series that aims to compile and decide on actions to be taken to achieve the expected results. With good planning, schools can establish a vision, mission, and work programs that are relevant and responsive to the needs of students, teachers, and the community. Furthermore, data-based planning that involves various stakeholders can be a strategic tool in creating a conducive learning environment and improving overall educational performance (Idris, 2020) .

The achievement of the effectiveness and efficiency of the Education system depends on the setting of goals that are in accordance with the mandate and mission carried out in the world of Education (Masri et al., 2023) . At UPT SMP Negeri 2 Bangkala in the preparation of the School Work Plan (RKS) by involving teachers, school committees. This process begins with a needs analysis, including identifying obstacles faced by students and teachers. Stakeholder involvement is one of the main strengths in Education planning in schools. The principal acts as a driving force that facilitates coordination between parties. Teachers provide input based on their experiences in the classroom, especially regarding the diverse needs of students (Andi et al., 2024)

Implementation of educational quality achievements based on quality report results

Implementation is an effort to implement the planning that has been made by determining and directing all members in an organization to work consciously to achieve the goals that have



been set is the second step after planning (Safitri, 2021) . Implementation in managing quality achievements through the School Quality Report is a systematic effort to implement strategic steps based on the results of the evaluation of the quality of education obtained from the quality report. The School Quality Report functions as a measuring tool that assesses the extent to which schools have met the National Education Standards (SNP) and identifies aspects that need to be improved. With the quality report, schools can find out the strengths and weaknesses in the ongoing education system, so that they can take the right steps to improve the quality of education as a whole.

The process of implementing quality achievement management through school quality reports is carried out in several stages. First, the analysis of the quality report results is carried out by reflecting on the data obtained to understand the school's achievements in various aspects of education. Second, based on the results of the analysis, the school prepares a follow-up plan by establishing strategies and work programs aimed at improving the effectiveness of learning, school management, and education services. Furthermore, the implementation stage of the improvement program is carried out by implementing various initiatives such as developing teacher competencies, improving facilities and infrastructure, and improving more innovative learning methods. The last stage is monitoring and evaluation, where the school periodically monitors the programs that have been implemented, evaluates their effectiveness, and adjusts strategies so that quality achievements are increasingly optimal (M. Suparno, 2023) .

With the structured and data-based implementation of the School Quality Report, schools can ensure continuous improvement in the quality of education. Periodic evaluations allow schools to adjust educational management policies and strategies to suit the needs and standards that have been set. This also supports increasing school competitiveness in creating a better learning environment for students and educators (Gunawan, 2022) .

Evaluation Educational Quality Achievement Based on Quality Report Results

Evaluation is very important to assess the extent to which the plan that has been prepared is in accordance with its implementation. In other words, evaluation functions to compare the results obtained with the standards or criteria that have been set. Based on the evaluation results, conclusions and recommendations can be drawn at each stage of program implementation. In the context of education, evaluation is needed to measure the suitability between program planning and its implementation in the field. The results of this evaluation can be used as a basis for improvement, development, or enhancement in efforts to achieve various achievements that can



be achieved by stakeholders in schools (Safitri, 2021) .

In accordance with the results of the research that has been done, the importance of evaluation is to help determine whether a program or activity has been implemented according to the initial planning. By comparing the results obtained with the standards or targets that have been set, evaluation can identify gaps or discrepancies that need to be corrected. And also from the results of previous research at SMP X in Depok City in the process of evaluating the Education system through the Education report card platform, the school took several steps. The first step is to understand the available data, and design improvement programs based on the results of the Education report card evaluation (Sulistyo et al., 2024) .

In order for the education evaluation system to be more relevant to the development of the times, a comprehensive change is needed. Through the use of educational report cards, schools can more easily identify the problems faced, so that students' literacy and numeracy skills can improve from year to year (I Nyoman Kiriana & Ni Nyoman Sri Widiasih, 2023) .

Supporting and Inhibiting Factors Educational Quality Achievement Based on Quality Report Results

Supporting factors are factors that are in nature to encourage, support, and assist so that the management of educational quality achievements based on the results of the quality report card at UPT SMP Negeri 2 Bangkala can be achieved. The following are supporting factors for the independent implementation of the Merdeka curriculum. Supporting factors for the implementation of educational quality achievement management based on the results of the quality report card are the availability of laboratories, a conducive school environment, educators who have an average qualification of S1 who have the enthusiasm to learn to participate in seminar activities, and the existence of extracurricular activities.

Inhibiting factors are factors that can hinder the management of educational quality achievements based on quality report results, such as the distance students travel to school is quite far, and many facilities are no longer suitable for use, such as classroom buildings and minimal school innovation which results in a decrease in the number of students each year.

The principal's leadership has a great responsibility to encourage his subordinates to work according to their respective duties so that teacher productivity, discipline and performance become efficient which has an impact on student learning outcomes (N. Djafri, 2020) . The principal has an important role to be able to lead and be responsible for improving the quality of schools related to all components in the school. As well as improving the quality of schools,



teachers also have an important role in carrying out educational activities in schools (Anangsyah & Ardiansyah, 2022) .

The management of school facilities and infrastructure aims to provide professional facilities and services to realize the education process in schools effectively and efficiently (Parid et al., 2020) . There are still many challenges in the quality of education, ranging from low student skills, minimal use of ICT, to less than optimal certification and management of production units in vocational schools. Improvement of accreditation and increasing the capacity of assessors are needed to support better quality of education (Karwono & Susetyo, 2021)

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CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the study, it can be concluded that at the planning stage, it is carried out based on the results of the school quality report to determine the objectives of improving the quality of education. The steps taken include formulating strategies, strengthening the curriculum, and improving teacher competency through the Continuous Professional Development Program. At the Implementation stage, the Implementation of the strategy involves the principal, teachers, students, and the school committee. Learning activities are focused on a more interactive and persuasive approach to increase student motivation. In addition, the school also develops extracurricular programs to support learning. At the evaluation stage, it is carried out to assess the effectiveness of the program being run. The evaluation results are used as a basis for improving strategies and strengthening learning. However, the follow-up plan is not yet fully structured and requires strengthening the monitoring system. Supporting Factors, Supporting factors for achieving the quality of education at UPT SMP Negeri 2 Bangkala include the availability of laboratories and a conducive learning environment, teacher qualifications, the majority of



whom are S1 and active in training, and extracurricular programs that help shape student character. However, there are inhibiting factors such as long distances, limited school facilities, lack of management innovation, and communication barriers between the principal and supervisor. To improve the quality of education, a more effective strategy is needed to overcome these inhibiting factors .

Suggestion

Based on the findings in this study, the researcher suggests that the principal improve the effectiveness of education quality management by optimizing the use of Quality Report results as a basis for planning, involving stakeholders such as school committees and parents in supporting quality programs, and strengthening the monitoring and evaluation system on an ongoing basis. For teachers, it is recommended to develop innovative learning methods that are in accordance with student needs in order to improve competency achievement, and to use the Quality Report results as a reflection material in improving the quality of learning. Meanwhile, for further researchers, it is expected to conduct comparative studies with other schools to find best practices in education quality management, and conduct further research with a more specific approach, for example analysis of the dominant factors that influence the achievement of education quality.

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