

Case Study Of Data-Based Education Planning At Kindergarten In North Jakarta

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Abstract: Education planning does not only focus on meeting short-term needs but also considers a long-term vision in building superior human resources. With data-based planning, every step of educational development becomes more focused, effective, and relevant to the real needs of students and the school environment. This study aims to analyze the implementation of data-based education planning at kindergarten in North Jakarta. This study uses a qualitative case study research method. Data collection techniques include interviews, observation, and documentation study, with data sources obtained from the principal, teacher, school operator, and school committee (as external stakeholder) in Al Amanah Islamic Kindergarten. The result shows that the implementation of data-based education planning at kindergarten in North Jakarta has already shown good implementation compared to the previous years. The school face a challenge about data literacy regarding assessment indicators that some indicator were not as expected; some indicators are still red. Data-based education planning is a program created by the government using an integrated system, so the socialization regarding how each indicator is assessed must be conducted clearly to ensure that the results of the education report obtained by the schools are more targeted in education planning.

Keywords: Education Planning, Data Driven Education Planning, Education Report.

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A. INTRODUCTION

Basically, educational management is the process of organizing educational institutions and utilizing human and non-human resources to achieve academic goals (Siswanto et al., 2024). The process involves educational management functions known as POAC (Planning, Organizing, and Controlling). Each function plays an important role in the sustainability and effectiveness of educational management. Among the four functions, planning occupies the initial and very strategic position because it determines the direction and steps of educational institutions in achieving their goals. Education planning becomes a strategic tool to ensure that all educational activities run in accordance with the institution's vision and mission and are able to address the challenges faced. The process of effective education planning must be systematic, data-based, and oriented toward the needs of students in accordance with the times. Data-based education planning allows every decision and program formulated by the principal to be supported by factual information and accurate analysis. By using data that has been processed or grouped according to certain standards, the planning process that aligns with the organization's goals and objectives will be more optimal (Prasetyono et al., 2023).

Using technology in education planning has several advantages in this digital age (Febrianti et al., 2023). The rise of data-based education planning (PBD) is one of the

noteworthy innovations. Data-based education planning is now essential when it comes to enhancing the caliber and applicability of educational services. This becomes very important, especially at the early childhood education level, such as kindergarten. Education at the kindergarten level as the initial foundation of child development requires planning that is not only systematic but also supported by valid and accurate data. Data-based education planning in kindergarten becomes essential because each child has unique and dynamic developmental needs. Although there are many kindergartens in Indonesia, their number does not always correspond to the improvement in the quality of education (Dista, 2020). Data-based education planning becomes an effort to improve the quality of education in kindergartens, which not only serves as an administrative tool but also as an important foundation in building responsive, inclusive, and sustainable education. Data-based education planning allows schools to use factual data about students, educators, learning environments, and other educational resources as a basis for developing more targeted school programs, learning strategies, understanding the needs of their students in depth, optimally allocating existing school resources, and evaluating the success of the educational process.

In the implementation of data-based education planning, schools use primary data sources from education reports obtained after the synchronization of Data Pokok Pendidikan (Dapodik) and Survei Lingkungan Belajar (Sulingjar), SIMPKB, ARKAS, and other platforms. The education report provides comprehensive data related to learning achievements, the climate of educational units, and teacher competencies, all of which serve as important foundations in formulating data-based education planning. The Indonesian government is attempting to develop policies to address several issues pertaining to the quality of education through the education report (Kiriana & Widiasih, 2023). To reflect and create successful data-based improvement strategies, educational offices and units use the education report to pinpoint accomplishments and problem sources (Indahwati et al., 2023). Schools can get a thorough picture of the real state of the educational unit by using this education report. The education report's data results can serve as data-based education planning's primary source of information when creating planning or ongoing quality improvement (Ningsi et al., 2022). The utilization of education report becomes a strategic step for school principal to identify the strengths and weaknesses of the assessed indicators related to the learning process, facilities and infrastructure, as well as parental and community involvement. In addition, data from the education report card also helps in conducting continuous monitoring and evaluation, allowing schools to make adjustments and improvements to programs more quickly and accurately.

Data-based education planning is critical for educational units so that they can implement targeted programs and procurement (Murtadlo et al., 2023). The utilization of data in education reports plays a strategic role in supporting data-based education planning. In practice, data from the education report is used to formulate annual priority programs that align with the needs and conditions of the school. This information is also helpful for the monitoring and evaluation process, which allows educational institutions to assess the success of implemented school programs and make ongoing adjustments in response to evaluation findings. In addition to demonstrating the program's effectiveness, the evaluation results offer

crucial data for enhancements and modifications to the upcoming work plan (Handayani et al., 2025). The effectiveness of school resource management is also improved by the use of data-based education planning. This implies that schools can focus their time, money, and teacher allocations based on the data's needs analysis. School activity budget plan covers every aspect of budget management, from planning to accountability (Puspita, 2023). The education report's use of data gives a thorough picture of the school's top priorities, which makes it possible to more precisely and effectively direct the prepared the school activity budget plan.

There have been several previous studies conducted on data-based education planning by Musakirawati et al (2023), Astutiningtyas et al (2024), Nurcahyati et al (2024), Endang et al (2024), Setianto et al (2024) and others. These studies generally highlight the implementation of data-based education planning, its benefits, opportunities, and obstacles in enhancing the effectiveness of education planning. The success of implementing the education report heavily depends on the ability of educational units to understand, interpret, and optimally utilize the available data. In reality, not all educational units have adequate capacity to manage the data presented in the education report. Many teachers and school principals still have difficulty reading and interpreting key indicators, making it challenging to formulate appropriate follow-up actions based on the available data. Therefore, the researcher is looking for research gaps that have not been extensively explored, particularly regarding the extent to which educational units, especially at the kindergarten level, can understand and implement data from education reports that will be the main data source in data-based education planning. This research aims to analyze in depth how the implementation of data-based education planning at Al Amanah Islamic Kindergarten, North Jakarta. Al Amanah Islamic Kindergarten is one of the driving schools (*Sekolah Penggerak*) at the kindergarten level in North Jakarta.

B. METHOD

This study is a qualitative one applying case study approaches. Case study is a research technique used in which data from one or several particular situations is analyzed to help one or another grasp something (Iswadi et al., 2023). The researcher investigates in particular several facets of the case, including the background, internal dynamics, influencing elements, and acquired outcomes. The research site is at Al Amanah Islamic Kindergarten where the researcher collected data through data collection techniques such as interviews, observations, and documentation studies. The interview technique was conducted by interviewing the internal parties of the school, which in this case are the principal, teachers, and school operator, then the external party of the school is the school committee. The observation and documentation study techniques were carried out by exploring the results of education reports, annual activity plan and school activity budget plan, school profiles, school facilities and technology devices, classroom learning activities, and the curriculum of the educational unit.

There are four data analysis techniques according to Miles and Huberman (in Millah et al., 2023), namely data collection, data reduction, data presentation, and conclusion drawing and verification. These four stages are used to deeply understand how the implementation of data-based education planning in kindergartens. During the data collection phase, researchers

use document studies, observations, and interviews to obtain the various pieces of information they need. After that, the gathered data is reduced, which means that key details pertinent to the study topic are chosen and condensed. The reduced data is then arranged into a descriptive narrative to complete the data presentation. The researcher summarizes the key findings regarding the application of data-based education planning in the last step, drawing conclusions and verification, and compares various data sources to confirm the accuracy and consistency.

C. RESULTS AND DISCUSSION

Since 2022, Al Amanah Islamic Kindergarten has been implementing data-based education planning in response to the need for higher-quality data-based early childhood education services. In-depth interviews with the principal, teacher, school administrator, and school committee revealed that the policymakers in this educational unit now understand how important it is to use data to inform the annual work program. The education report's data is thought to be very useful in determining priority indicators that require improvement, particularly those pertaining to early childhood-appropriate learning process elements and parent partnerships. Additionally, field observations show that the reflection results from the data in the education report have been genuinely consulted during the process of creating the school's annual work plan. However, there are still challenges in the area of data literacy, where teachers and school principals struggle to fully understand the indicators, which leads to less-than-ideal follow-up tactics. These conclusions are reinforced by the documentation study's findings, which indicate a relationship between the school activity budget plan in the subsequent academic year and achievement indicators in the education report. This suggests that program management at the educational unit level is starting to incorporate the concepts of efficacy and efficiency.

Overall, the results of this study indicate that Al Amanah Islamic Kindergarten has implemented data-based education planning. This is reinforced by the findings of the documentation study, which show a correlation between achievement indicators in the education report and the annual activity plan for the following year. Data from the three techniques provide an overview that education planning at Al Amanah Islamic Kindergarten has been implemented. Nevertheless, the sustainability and effectiveness of the implementation of data-based education planning still require support in the form of enhancing human resource capacity and data literacy training to improve the quality of educational services sustainably.

1. Education Report

The Education Report is a platform created by the Indonesian government through the Ministry of Primary and Secondary Education that contains data providing an overview of the conditions and achievements of educational units through assessment indicators as a diagnostic tool for improving the quality of education. The Indonesian government hopes that the education report platform will help schools and local governments think about how to create data-based and targeted education improvement plans (Syamsuddin & Harianto, 2023). The following outlines the process for accessing the education report card results:

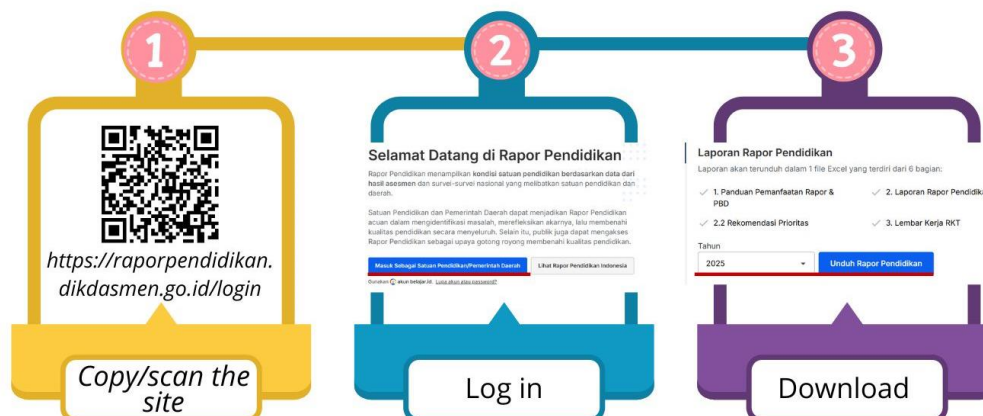


Figure 1. The flow of accessing Education Report

In the education report site, the principal logs in using the principal's account/email. Access to the education report site is limited, where only the principal can log in using the registered official account or email. This emphasizes the strategic role of the principal as the main responsible party in data-based decision-making within the educational unit. After successfully logging into the platform, the principal will be presented with an initial display in the form of a summary of the school's actual situation and conditions based on evaluation results gathered from various sources, such as Dapodik and Sulingjar. Specifically for the kindergarten level, there are 3 main indicators that are assessed, namely (1) the learning process suitable for early childhood, (2) learning that builds foundational skills, and (3) partnership with parents/guardians. These three indicators are designed to reflect the overall quality of early childhood education services. Each indicator is presented in the form of color visualizations that facilitate interpretation: green indicating good condition, yellow for average, and red showing that the indicator is still classified as poor or needing improvement. The principal is given the flexibility to select and review the results of the education report based on the available reporting year. This allows for a longitudinal analysis process, enabling schools to observe indicators that have improved or declined over time before downloading the data as a reference in the preparation of data-based education planning.

2. Report in Data-Based Education Planning

The report displayed on the education planning platform contains comprehensive information regarding the service conditions in educational units, measured through several strategic indicators. Each indicator is designed to illustrate important aspects of the educational process, ranging from the quality of learning to parental involvement. This information is a reflection of the actual performance of the school that can be used as a basis for reflection and the continuous development of the school-based education planning. To interpret the data presented in the education report, the principal and the planning team need to understand several important components displayed in the report. The first step is to study the measured indicators along with the results listed in the table. Each indicator is accompanied by an "Achievement" table that shows the level/color of success of the

educational unit in that indicator. To ensure a more accurate interpretation of the data, the principal needs to refer to the "Achievement Definition" column, which explains the meaning of the obtained values. In the column "Score Change from Last Year," it provides an overview of the trend of performance improvement or decline compared to the previous year. This is very useful in assessing the effectiveness of the school's service improvement efforts that have been implemented. To obtain a more comprehensive understanding, educational units can also combine the results from education reports with other independently collected data or relevant supporting data, such as classroom observation results, learning evaluations, or suggestions and feedback from school stakeholders.

Table 1. Accumulation of Education Report Cards for Al Amanah Islamic Kindergarten Year 2024

NO	Achievement	Indicator Code	Indikator Total
1	Good	D.2.3, D.2.9, D.3, D.3.1, D.3.2, D.3.6, D.4, D.4.2, E.1, E.1.1, E.1.2, E.1.3, E.1.4, E.1.5, E.1.8, E.2.2, E.3, E.3.1, E.3.2, E.3.3, E.4, E.4.1, E.4.2, E.4.3, E.7.1, E.7.2, E.7.3, E.7.4, E.7.6, E.8, E.9	31
2	Average	D.1, D.1.1, D.1.2, D.1.3, D.2, D.2.1, D.2.2, D.2.4, D.2.5, D.2.6, D.2.7, D.2.8, D.3.3, D.3.4, D.3.5, D.4.1, E.2, E.2.1, E.2.3, E.2.5, E.2.6, E.5, E.6, E.7, E.7.7, E.7.8	26
3	Poor	E.1.6, E.1.7, E.2.4, E.3.4, E.7.5	5
Total			62

There are three categories: good, average, and poor. Based on the cumulative table of the education report card for Al Amanah Islamic Kindergarten for the year 2024, it can be concluded that the majority received good assessment indicators (31 indicators). This indicates that the majority of the educational service aspects at Al Amanah Islamic Kindergarten have been running quite optimally. This achievement indicates that good practices have already been implemented. Next, there are 26 assessment indicators in the moderate category. The indicators in this category show that although there have been efforts for improvement, further enhancements are still needed to improve the quality of education services. Achievements in this moderate category reflect the potential for further development that can be focused on in the planning of the next program. Meanwhile, there are still 5 indicators that fall into the poor category. These indicators require special attention because they show areas that are still weak and need immediate intervention. Overall, this data provides a clear picture of the condition of educational units and serves as an important basis for developing data-driven educational plans.

3. Annual Work Plan Sheet in Data-Based Education Planning

Annual work plan sheet is an important document prepared by educational units as a reference in designing programs and activities for the academic year. This document reflects systematic and measurable strategic planning, which is prepared based on the results of identifying the root problems within the educational unit, reflecting on those problems, and addressing them based on needs analysis sourced from factual education report data. Through this document, schools can identify program priorities that need to be implemented, set achievement targets, and plan concrete steps that support the improvement of educational quality. This sheet not only serves as an internal operational guideline but also as a form of accountability for the school to stakeholders, including the education department and the community. This sheet also serves as a supporting document when educational units submit their activity and budget plans into the ARKAS (School Activity and Budget Plan Application). The preparation of the annual activity plan based on data allows each program designed to be truly relevant to the issues faced and capable of addressing the contextual needs of the students. The preparation of the annual activity plan based on data allows each program designed to be truly relevant to the issues faced and capable of addressing the needs of students contextually. The information included in this document will not only serve as an internal guide in formulating priority programs but also act as a supporting document when educational units submit their activity and budget plans into the ARKAS. The information listed on this sheet will not only serve as an internal guide in formulating priority programs but will also act as a supporting document when educational units input their activity and budget plans into the ARKAS. Thus, the integration process between data-based planning and financial management becomes more systematic, transparent, and accountable. This is in line with the principles of effectiveness and efficiency in fund management.

Tabel 2. Annual Activity Plan of Al Amanah Islamic Kindergarten

No	Identification	Reflection of Root Cause	Fix it	Explanation of The Activity
1	Availability of Educational Play Equipment	Not yet recorded as having educational play equipment	Filling out and completing Dapodik	The operator fills out and completes the Dapodik.
2	Availability of children's reading books	Children's reading books that meet the recommendations of the Ministry of Education and Culture are not yet available	Providing children's reading books	Printing children's reading books
3	Implementation of Clean and Healthy Living Behaviors	not yet recorded the habit of washing hands with soap and running water	Filling out and completing Dapodik	School operators fill out and complete Dapodik

4	Partnership with Parents/Guardians	Activities that enable partnerships with parents are already available, but they do not always position parents/guardians as partners who can provide feedback that supports the learning process	Strengthening the ability to involve parents/guardians in school activities in a planned manner.	Designing a one-year activity plan to be shared with parents/guardians. Designing activities for the beginning of the new academic year to introduce the learning environment to the parents/guardians of new students.
5	The appropriate learning process for early childhood	Need to enhance educators' competencies in maintaining a comfortable learning atmosphere, implementing teaching methods that provide enjoyable and meaningful experiences, and effectively building foundational skills required for the next level of education.	Strengthening educators' abilities to design assessments suitable for early childhood	Principal and teachers learn together to be able to apply appropriate assessment techniques. Activating Learning Communities at the unit level as a platform for continuous reflection and collaborative learning.

The indicators listed in the identification column of Table 2 refer to achievement results that fall into the moderate or low category based on the education report card. These indicators were chosen because they show areas that still need quality improvement and are a primary focus in the planning of educational programs at Al Amanah Islamic Kindergarten. Therefore, this information serves as an important foundation in formulating more targeted annual priority programs. This annual activity plan sheet not only serves as an internal reference for the school but also plays an important role in the administration process and the school's activity and budget plans to be inputted into ARKAS.

4. Worksheet of ARKAS Design in Data-based Education Planning

This sheet is provided as a strategic tool for educational units in planning activities that require detailed and structured budgetary support. The goal is that each program plan formulated is not only based on needs but also realistically accommodated through appropriate budget allocation. Through this sheet, educational units can compile a list of

priority activities based on the analysis of the education report on the annual activity plan sheet, and then identify which activities require funding to be realized. The information filled in this sheet will later serve as the main reference when the educational unit prepares the school activity and budget plan in the ARKAS system. Thus, the connection between planning and budgeting supports the achievement of data-based priority targets. To facilitate the improvement phase in the annual activity plan sheet, Ministry of Primary and Secondary Education has provided ARKAS activity guidelines that align with the "Inspiration for Improvement Activities" through the page <https://guru.kemdikbud.go.id/artikel/768?rp>. In addition, to assist schools in understanding the budgeting procedures in line with data-based education planning, schools can access supporting materials at <https://guru.kemdikbud.go.id/artikel/769?rp>.

Tabel 3. Worksheet for the ARKAS Al Amanah Islamic Kindergarten

No	Fix it Activity	Explanation of The Activity	Implementation of ARKAS	Description of ARKAS
1	Providing children's reading books as part of creating a text-rich environment	Printing children's reading books	Printing children's reading books	Develop the libraries and/or reading corner services
2	Strengthening the ability to involve parents/guardians in school activities in a planned manner	Designing activities at the beginning of the new school year to introduce the learning environment to the parents/guardians of new students.	School program socialization	Snack

As part of the implementation of data-based education planning, Al Amanah Islamic Kindergarten has prepared the ARKAS design worksheet to bridge the gap between the results of the education report data analysis and realistic and measurable budget needs. This worksheet is designed to help educational units identify priority activities that require funding, while also ensuring that each planned program has a proper counterpart in the national budgeting system through the ARKAS application. Based on table 3, the first identified activity is the provision of reading books for students, which in this case is part of the strategy to enhance the literacy culture within the educational institution. This activity is implemented through the printing of reading books, which is then directly matched with the activity code in ARKAS, namely the capital expenditure for general books, with the budget description written as the development of reading corners. This step demonstrates the continuity between the evaluation results of early childhood literacy indicators and the designed program policies and financing. Next, the second activity highlights the importance of strengthening partnerships with parents/guardians of students through planned learning activities. The implementation of this activity involves parents in supporting the strategic programs of the educational unit, which in ARKAS is classified as curriculum development/implementation

of learning and play activities, with detailed funding including the provision of refreshments. This shows the utilization of achievement data on the partnership indicator with parents to design targeted and relevant activities.

D. CONCLUSIONS AND SUGGESTIONS

The implementation of data-based education planning at Al Amanah Islamic Kindergarten contributes positively to the formulation of work programs that are more focused, relevant, and aligned with the needs of the students. Through the utilization of primary data obtained from the education report and other supporting data sources, Al Amanah Islamic Kindergarten is able to identify priority issues faced by its educational unit, formulate improvement strategies for the next academic year, and align programs with the school's vision and mission in a more systematic manner. This implementation also encourages the active participation of all school elements, from the principal, teachers, school operators, to the school committee, in the process of planning and evaluating the annual program. The data obtained from the education report serves as an objective foundation used to determine the direction of internal policies to improve the quality of learning and enhance the quality of unit management. The planning process conducted participatively and supported by data results in in-depth activities of identification, reflection, and improvement regarding previous achievements and challenges faced during the working meeting. Therefore, Al Amanah Islamic Kindergarten not only runs programs routinely but also has a rational basis for determining priorities, allocating resources appropriately, and designing sustainable strategic steps.

The implementation of data-based education planning, there are still obstacles related to data literacy regarding assessment indicators that are perceived to be present/good in the school. However, there is a discrepancy between the school's internal perception of the quality of educational services provided and the objective results listed in the education report. Some aspects that the school considers to have been running well actually received low scores on the education report, causing confusion and doubt in formulating appropriate follow-up actions. Al Amanah Islamic Kindergarten is still experiencing difficulties in understanding and interpreting achievement indicators. This condition indicates that understanding the indicators and how to read evaluation data remains a challenge that needs to be addressed immediately. Thus, there is a need to enhance human resource capacity through continuous training, technical assistance in reading and using data, and strengthening the digital ecosystem that supports data-based education planning. Continuous training is very important to equip school principals, teachers, and school operators with data literacy skills. In addition to training, direct technical assistance is also needed so that the learning process in reading data truly touches the practices and context of the educational unit. No less important than before, strengthening the digital ecosystem in schools is needed, such as simplifying the appearance of education reports, as well as technical support from the education office so that educational units can access, understand, and integrate data into education planning optimally. These efforts are expected to encourage the optimization of data-based education planning implementation not only at Al Amanah Islamic Kindergarten

but also in other educational institutions in order to improve the quality of educational services sustainably.

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