Form of Evaluation Implementation Planning: Quality Management Based on Education Report Cards in the Education Unit

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ABSTRACT

This study aims to analyze the form of planning, implementation, and evaluation of quality management report cards based on education report cards in the Education Unit in the Education Office with the main focus: (1) planning the quality management of education report cards in the Education Unit of the Education Office Branch, (2) the implementation of quality management based on education report cards in the Education Unit, and (3) the results of monitoring and evaluation of quality management based on report cards education in the Education Unit. This research focuses on quality management based on education report cards. The research subject is carried out *purposively* by considering that the subject is the principal to carry out his duties as a manager in the education unit which is his main task. This research method uses a qualitative method. The results of the study show that the planning, implementation, and evaluation of quality management based on education report cards from public high schools are in the category of both agreeing and strongly agreeing attitude scales. Advice is given to school principals to motivate themselves to always develop themselves through scientific forums so that knowledge can continue to be updated, especially related to the dimension of education report cards.

Keywords: form of evaluation implementation planning, quality management, education report card

INTRODUCTION

Primary and secondary education quality management is a systematic, integrated, and sustainable mechanism to ensure that the entire process of education implementation is in accordance with the quality standards and rules set. To be able to carry out education quality management properly, an education quality management system is needed. Based on this, the policy of the Minister of Education and Culture (Permendikbud) Number 28 of 2016, concerning the Quality Assurance System of Primary and Secondary Education, is directed to provide education quality management at the level of educational units. The Primary and Secondary Education Quality Management System functions to control the implementation of education by educational units in primary and secondary education so that quality education is realized. The implementation of the Internal Quality Assurance System (SPMI) is one of the efforts to ensure the quality of education. The implementation of the entire education quality management cycle in a systemic,

holistic, and sustainable manner, so that the quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit in the formal path in primary and secondary education by referring to the National Education Standards (SNP). However, it is necessary to see the results of accreditation carried out by BAN-S/M in 2012-2017 for all jejang (SD/MI, SMP/MTs, SMA/MA, SMK and SLB) based on the ranking can be described as follows: (a) The percentage of schools/madrasas with a rating of A is only 30.8%, (b) The percentage of schools/madrasas with a rating of B is 53.5%, and (c) The percentage of schools/madrasas with a rating of C is 14.3% (Abdul Mu'ti, 2017). This means that the quality of education on average when viewed from the results of accreditation still needs to be improved. This is suspected not because the National Education Standards are of poor quality, but the fulfillment and implementation of the National Education Standards have not run optimally. The results of accreditation from BAN-S/M show that the development of school quality has not shown encouraging developments in the quality of education.

The National Education Standards are the main reference that regulates the minimum standards that must be met in school management by all school administrators, namely teachers and principals. The demands of a teacher's professionalism are not only from the government, but also requested by the community who utilize teachers in guiding, teaching, and educating students. The reason is that without the professionalism of teachers, it will be very impossible for students to achieve the maximum quality of learning outcomes. Of course, we need to carefully review Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards.

In addition to the demands for improving the quality of education as outlined above, Law Number 23 of 2014 concerning Regional Government is also the basis for the management of education quality management to be the responsibility of the Provincial Government, especially the management of quality management at the SMA/SMK/SLB level within the scope of the South Sulawesi Provincial Government, in this case the South Sulawesi Provincial Education Office. Based on data on the number of educational units in Maros Regency, specifically for Upper Secondary Schools (SMA). The provincial government in 2022 has made efforts to foster quality management towards the National Education Standards. The implementation of quality management in this educational unit requires intensive and integrated control and coaching. In addition to schools towards the National Education Standards, other schools also need to be touched with the understanding and implementation of education quality management so that the acceleration of quality equality can be realized immediately. If this program is not carried out, the process of accelerating quality management based on the Education Report will be delayed.

LITERATURE REVIEW
The type of model related to this study is a process model in which the components and their relationships and implementation stages are described, starting from the planning, organizing, implementing, to evaluation stages. Model development is defined as a process of improving the functionality of the model that previously existed through the supplement of Components that are considered necessary to improve the quality of target achievement (Sugiarta, 2007: 11).

Quality improvement strategies in education include: inputs, processes and outputs. Fish input is everything that is available from the school because it is needed for the process of resource input to take place including: human resources (teachers, employees, and students) and the rest of the resources (equipment, equipment, funds, materials and

so on). Software inputs include school structure, rules of conduct, assignment descriptions, plans, programs, and so on. Input in the form of expectations in the form of visions, missions, goals and objectives that the school wants to achieve. Readiness of input so that the process can run well. Therefore, the high and low quality of inputs can be measured from the level of input readiness. So the higher the readiness of the input, the higher the quality of the input. Educational output is the performance of the school. School performance is school achievement that results from school processes or behavior. School performance can be measured by its quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale (Nasution, 2004).

Quality is a level of quality that has met or even exceeded expectations. Based on the observation of the quality of education in terms of the process and results of education quality, it can be detected from the following characteristics: competence, relevance, flexibility, efficiency, effectiveness, credibility. According to Mujammil, the quality of education is the ability of institutions to utilize educational resources to improve learning abilities as much as possible. Regulation of the Minister of Education and Culture (Permendikbud) No. 28 of 2016, concerning the Quality Assurance System for Primary and Secondary Education, that Education Quality Assurance is a systematic, integrated, and sustainable mechanism to ensure that the entire process of education implementation is in accordance with quality standards (in the BPK Team, 2020). A similar definition is also found in the Minister of Research, Technology and Higher Education Regulation No. 62 of 2016 concerning the Higher Education Quality Assurance System. The Internal Quality Assurance System is the implementation of independent education quality assurance (Rosdiana, 2024). The implementation of the entire cycle of education quality assurance is systemic, holistic, and sustainable, so that the

quality culture grows and develops independently. SPMI-Dikdasmen is planned, implemented, controlled, and developed by each educational unit on the formal path to primary and secondary education by referring to the National Education Standards (SNP).

The goal of education quality assurance is divided into two, namely the final goal and the intermediate goal. The ultimate goal of education quality assurance is the high intelligence of human life and the nation as aspired by the Preamble to the Constitution of the Republic of Indonesia in 1945 which was achieved through the implementation of SPMP. The Education Report Card is a replacement or improvement of the Quality Report Card, where the indicators are arranged based on the inputs, processes, and outputs of Education. The main reference is the basis for analysis, planning, and follow-up on improving the quality of education based on Government Regulation Number 57 of 2021 concerning National Education Standards, Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia number 9 of 2022 concerning the Evaluation of the Education System.

METHOD

This study uses a qualitative research approach with a case study descriptive research type. Descriptive case studies are used to investigate and understand the events and problems that occur in an individual or individuals by gathering different types of information and processing it to find solutions, and those that are revealed within a certain period of time may arise the Sukumadinatha Era (2006:19). The focus of the study is on the report-based education quality management system, including planning, implementation, evaluation, needs and design of report-based education quality control forms in education services. The role of education reports in improving the quality of education: An analysis of how education certificates are used as a tool for assessing and developing the quality of education in

schools under the auspices of the Education Office. The data sources of this research include: in-depth interviews and observations. In-depth interviews were conducted with key personnel, namely personnel of the environmental structure of the education office, employees, principals, teachers and students. Meanwhile, observation is carried out directly. The implementation of the quality control process based on education reports at the Education Office branches. The data collection method was carried out in a natural way and the main data source as well as the data collection method based on participant observation, in-depth interviews, documentation and triangulation (Suggyono, 2016). Based on the method that has been mentioned using data analysis techniques according to the concept of Miles & Huberman, 1984.

RESULT

The results of the research and discussion were elaborated into three (3) parts, namely **the First Part** describes the form of planning for quality management of education report cards at the Education Unit Branch of the Education Office. **The second part** describes the form of implementation of quality management based on education report cards in Education Units. **The third part** explains the results of monitoring and evaluation of quality management based on education report cards in the Education Unit.

1. Quality Management Planning Based on Education Report Cards at Education Office Branches

The description of the achievement of the education report card as described in the previous section is the basis for the UPT Education Unit to prepare a quality management plan. The planning function based on education report cards is very helpful for education units and the Education Office to study their respective conditions and make improvements, because education report cards present information about quality and inequality in a simple way that is easy to understand. The planning function based on education report cards is very helpful for education units and the Education Office to study their respective conditions and make improvements because education report cards present information about quality and inequality in a simple way that is easy to understand.

1.1 Schools Have a Good Understanding of Quality Planning based on Education Report Cards

School residents, especially educators, must have a good understanding of Quality Planning based on Education Report Cards. The data shows that in general, as many as 68.750% of informants stated that school residents, especially Education, have a good understanding of quality planning based on the Education Report Card. However, there are still 6,250% who declare Neutral and also as many as 6,250% who strongly disagree. This means that the condition of school residents' understanding of quality planning based on education report cards is still not uniform, so it still needs to be followed up with socialization and training programs.

1.2 Involvement of School Residents in Quality Planning Based on Education Report Cards

The quality management planning process involving school residents is important to ensure that school programs are in accordance with the needs of the residents. In general, as many as 43.750% of the informants stated that school residents were involved in the quality planning process based on education report cards. However, there are still 12,500% who strongly disagree. This means that the conditions of school community involvement in the quality planning process based on the Education Report Card are also still diverse among Education Units.

1.3 Quality Planning Based on Education Report Cards Has Been Implemented Effectively

The quality planning process must be implemented effectively in each UPT Education Unit. The data shows that in general, as many as 75,000% of informants

stated that the quality planning process based on education report cards has been effectively implemented in the school environment. However, there are still 12,500% who strongly disagree. This means that the condition of the effectiveness of the quality planning process based on education report cards is also still diverse in its implementation in each UPT Education Unit.

1.4 Schools Have Adequate Resources to Support Education Report-Based Planning

One of the factors that determines the success of quality management based on education report cards in educational units is the availability of resources, both human resources and other resources. The condition of resource availability as referred to in this study focuses more on human resources (HR) because these resources are able to control other resources. Superior human resources refer to human resources who have extraordinary abilities and competencies. This can be seen from a number of factors, including education, experience, critical thinking skills, communication skills, and the ability to work in a team. Superior human resources are very important for educational units because they can help increase school efficiency and productivity, as well as help achieve the goals and objectives of educational units.

1.5 Quality Planning Based on Education Report Cards Provides Significant Benefits

Planning minimizes uncertainty, so that good planning, every member of the organization and related external parties is able to understand what must be done, when the work will be done, what resources are needed, and what is the target of the activity, so that the quality management process that begins with planning can be benefited by all parties. Based on the results of data analysis related to planning, the following table was obtained.

The results of the study show that in general, as many as 50,000% of informants stated that they strongly agree that quality planning based on education report cards provides significant benefits for schools. However, there are still 12,500% who strongly disagree, which means that the condition is not yet owned by the school concerned. This means that the condition of quality planning based on education report cards still needs to be socialized, especially for schools that do not understand the essence of the Education Report Card.

2. Form of Implementation of Quality Management of Education Report Cards in the Education Unit Branch of the Education Office

Based on the results of the analysis netted using an attitude scale questionnaire related to the implementation of quality management of the Education Report Card in the Education unit, and the following results were obtained.

2.1 Schools Provide Education Report Information to School Residents

One form of implementation of quality management based on the Education Report is that the school provides information related to the development of the Education Report and school residents know and can access the information.

The research shows that in general, the Head of the UPT Education Unit provides information related to the results of the Education Report Card to school residents as an effort to implement quality management based on the Education Report. This is shown by the proportion of informant answers concentrated in the Agree category as many as 13 people or 81.250%. Although there was 1 person or 6,250% who declared Neutral.

2.2 Teachers Understand the Objectives and Benefits of Education Report Cards

The Indonesian Education Report Card is a follow-up step to the National Assessment (AN) launched by the Ministry of Education and Culture as Independent Learning. The National Assessment has become a cutting-edge educational evaluation system that focuses on literacy competencies, numeracy,

character, and learning environment conditions that support an effective learning process. The implementation of quality management based on the Education Report Card, the teacher element has an important role as the spearhead in the operationalization of the curriculum so that teachers must understand the purpose and benefits of the Education Report. The results of the study show that the implementation of quality management based on Education Report Cards in UPT Education Units can be carried out well, although the achievements obtained still face various challenges.

2.3 Teachers are Actively Involved in the Process of Collecting Education Report Data

Teachers understand the purpose and benefits of the Education Report itself, and must also be actively involved in the process of collecting data on the Education Report. The results show that all teachers are active in the process of collecting Education Report data in the quality management process based on the Education Report Card. The meaning of data collection in the quality management process is an activity that leads to efforts to achieve the Education Report in the form of preparation, implementation and evaluation of Education Report card data.

2.4 The Results of the Education Report Card are Used for Curriculum Planning and Development in Schools

After the process of collecting data from the Education Report Card, the school conducts an analysis to further carry out feedback in the form of planning and curriculum development at the school. The results of the study show that all UPTs of education units agree and strongly agree to follow up on the results of the Education Report as a basis for planning and developing quality management based on the Education Report. This is proven by the informant's answer that all Education Units agree and strongly agree to use the Education Report Card as the basis for school quality management.

3. Results of Monitoring and Evaluation of Quality Management Based on Education

Report Cards at Education Office Branches

The effectiveness of an activity program in the quality management process is carried out by all elements involved including School Supervisors, Principals, Teachers and School Operators, besides that it also involves other stakeholders including the School Committee and Government Elements in this case the South Sulawesi Provincial Education Office. The evaluation carried out refers to the indicators in each dimension of the Education Report which is carried out by all the elements involved. Based on the results of data analysis, the results of the evaluation carried out by each element are described sequentially below.

3.1 Results of Monitoring and Evaluation by School Supervisors

School supervisors are one of the important elements in an effort to realize and improve the quality of schools. Based on the Joint Regulation between the Minister of National Education and the Head of the State Supervisory Agency, it is explained that the School Supervisor has the scope of duties, responsibilities and authority to carry out academic and managerial supervision activities in the education unit. Academic supervision includes matters related to the implementation of the learning process in the classroom, while managerial supervision is the readiness of educators to carry out learning activities made in a document such as the Learning Implementation Plan (RPP), formative and summative assessment/assessment readiness documents and follow-up programs for learning outcomes in the form of enrichment or remedial for students.

The results of monitoring and evaluation based on indicators for each dimension of the Education Report carried out by the School Supervisor provided an assessment with the result that the school supervisor assessed that from the indicator of the Literacy Ability dimension, school residents in general were in the Good category with an average achievement of 3.47. Meanwhile, the

prominent indicator is the indicator of the commitment of school residents to realize the vision and mission of the school at 3.73 while the lowest is the indicator of the ability of school residents to read literary texts with an average achievement of 3.36. In addition, the numeracy ability of the residents of their target schools actually still needs to be improved for all indicators, especially numeracy indicators in classroom management and data domains. The numeracy ability of school residents is actually not only related to mathematics subjects, but numeracy ability is measured based on the extent to which the practice of numeracy can be described in each subject so that the expected impact is a change in the attitude and behavior patterns of school residents based on numeracy. For example, decision-making is based on accurate and accountable data, not based on individual or group assumptions.

The results of the study show that the school supervisor's view of the numeracy ability dimension indicator of school residents in general is also in the Good category even though the average achievement in general is classified as standard, which is 3.27. It is known that in the character indicator, the school supervisor's view of the quality management content from the Character Development dimension of school residents in general is also in the Good category with an average achievement in general of 3.58. This means that the school policy in supporting the character of the school community is actually good based on the School Supervisor Assessment. However, the indicators that still need to be improved, especially are policies that support character-based classroom management, although other indicators also still need to be improved in general.

3.2 Results of Monitoring and Evaluation of Education Report Cards from School Principals

The principal's view of the quality management content from the indicator of the Literacy Ability dimension of school residents is generally in the Good category

with an average achievement of 3.16. The prominent thing is the ability indicator of school residents related to the learning model of 3.50 and the lowest is the ability of school residents to read information texts, read literary texts, reflect on the results of learning practices, and the ability of school residents to study and learn with an average achievement of 3.00.

The quality management content of the Character Development dimension of school residents in general is also in the Good category with an average achievement in general of 3.50. This means that the school's policy in supporting the character of the school community is generally good based on the Principal's Assessment. However, indicators that still need to be improved, especially the Creativity Ability and Diversity Climate of School Residents, although other indicators also still need to be improved in general.

The view of school supervisors on quality management content from the Learning Quality dimension in general is also in the Good category with an average achievement in general of 3.45. This means that the school's policy in supporting the quality of school learning is good based on the Principal's Assessment. However, in general, all indicators still need to be improved because the good category is still standard, namely the Learning Method and Reflection of learning outcome indicators.

The principal's view of quality management content from the dimension of the category of teachers' attitudes towards the School Safety Climate in general is also in the category of Agree with the average achievement in general which is 3.34. This means that school policies in supporting the school safety climate are good based on the Principal's Assessment. However, also indicators of corporal punishment in schools in general stated that they did not agree that this was true. Although in general all indicators also still need to be improved.

DISCUSSION

Discussion on Quality Management Planning of Education Report Cards at the Education Office Branch

Quality management in carrying out the planning process based on the Education Report Card must pay attention to several aspects, including; (1) The Student Learning Outcome Dimension gives the meaning that this dimension assesses students' academic achievement based on various indicators such as test scores, national assessment results, and competencies in literacy and numeracy. Function, Measuring the extent to which students understand and master the subject matter being taught, as well as their ability to apply that knowledge in real situations. (2) The Learning Process Dimension means that this dimension evaluates the quality of the learning process that takes place in the classroom, including teaching methods, student participation, and the use of technology in education. Function, Providing an overview of the effectiveness of the teaching methods used by teachers, as well as the extent to which the learning process encourages active participation and understanding of students.

The Safe and Inclusive Learning Environment dimension implies that it assesses the physical and psychological environment of the school, including safety, comfort, and inclusivity for all students. Function, Ensuring that the school provides an environment that supports the optimal teaching and learning process, free from violence, discrimination, and bullying. (4) The dimensions of the school's management andleadership. Meaning means that this dimension assesses the quality of school management, principal leadership, and stakeholder involvement in decision-making. Function, Assessing the effectiveness of school management, including planning, implementation, and evaluation of educational programs, as well as how well the principal and management are directing the school towards the achievement of educational goals. (5) The dimension of professionalism. It means that this dimension assesses the quality and competence of teachers, including mastery of teaching materials, pedagogical ability, and commitment to professional development. Function, Measuring the extent to which teachers are able to teach effectively, develop themselves professionally, and contribute positively to the achievement of student learning outcomes. (6) The Dimension of Participation and Role of Parents and Society gives meaning that this dimension evaluates the level of involvement of parents and the community in the educational process in schools. Function, Assessing the extent to which parents and the community play a role in supporting school activities, as well as how this collaboration has an impact on student performance and welfare. (7) The Dimension of Student Involvement in Non-Academic Activities implies that this dimension assesses student participation in extracurricular activities, student organizations, and other non-academic activities. Function, Measuring the extent to which schools support the development of students' interests and talents outside of academics, as well as how this contributes to the formation of students' character and social skills, and (8) The Dimension of Access and Equity of Education implies that this dimension assesses the accessibility of education for all groups, including students with disabilities, as well as equality of learning opportunities without discrimination. Function, Ensuring that all students have equal access to quality education, and that no student is left behind or marginalized due to any factor.

The success of the Education Report Card is not only measured by quantitative numbers and data, but also from the process that starts with planning to the positive impact felt by all stakeholders in the education process. A comprehensive assessment, involving a range of indicators and perspectives, is key to understanding the extent to which educational goals have been achieved. The Education Report Card is a tool used by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to

evaluate and improve the quality of education in Indonesia. This platform collects and displays data from various aspects of education such as literacy skills, numeracy, learning quality, and school climate.

Research conducted in various regions shows that the use of data from the Education Report in planning helps schools and the Education Office in developing priority programs based on the Education Report Card data. This program is more effective in identifying and addressing specific educational problems in each school or region. For example, research in several schools showed an increased focus on improving the quality of learning and school management after an in-depth analysis of the results of the Education Report Card. Several studies also revealed challenges in the implementation of the Education Report Card, such as a lack of understanding at the school level on how to read and use data effectively. Training and technical support are often required to ensure that the data provided can be used for proper planning. With clear and measurable data, policymakers can see where the weaknesses and strengths of the education system lie, so they can make more informed and evidence-based decisions.

Overall, quality management in the planning process of school priorita programs based on the Education Report Card is very important because it not only provides a comprehensive picture of educational performance, especially at the level of educational units, but also serves as a strategic tool to improve the quality of education as a whole. The Education Report Card has several dimensions designed to provide a comprehensive picture of the quality of education in schools. Each dimension in the Education Report has a specific meaning and function to assess various aspects of the educational process.

Discussion on the Implementation of Education Report Card Quality Management at the Education Office Branch

Based on the results of the study, it shows that generally schools agree that the implementation of quality management based on education report cards is carried out well. This is shown by each response of the research subjects stating that educators are involved in the process of collecting data on the Education Report Card, besides that the school sponsor always provides great support for the implementation of the program to improve the achievement of the education report card. However, there are still indicators that need to be improved, especially related to the need for training in the management of education report cards.

The implementation of quality management based on education report cards in education units is also important, because sometimes the planning that has been made is not carried out as it should, That is why one of the quality management indicators in the implementation of this education report card is the implementation of process evaluation, this is due to several important reasons, namely; (1) Improving the quality of learning. Assessment of Student Progress. The Education Report Card provides a clear picture of student learning progress, helping teachers and parents understand the academic and non-academic development of students. Identify Special Needs. With detailed data, teachers can identify students who may need additional assistance or a different approach to learning. (2) School Performance Measurement Tool. School Performance Evaluation. The Education Report Card provides an overview of the school's performance in various aspects, such as academic outcomes, attendance levels, and discipline. This assists schools in conducting self-evaluation and formulating improvement strategies. Benchmarking. The Education Report Card allows schools to compare their performance with national standards or with other schools, which encourages healthy competition and innovation in teaching methods. (3) Support data-driven decision-making. Evidence-

Based Policy. The government and other stakeholders can use data from the Education Report Card to make more appropriate and effective policies in improving the quality of education. Resource allocation. With accurate information, resources can be allocated more efficiently, ensuring that areas that need improvement receive proper attention. (4) Encouraging Accountability and Transparency. School Accountability. Schools are responsible for achieving certain standards measured through the Education Report Card. This encourages transparency and accountability in the implementation of education. Feedback to the Community. Parents and the general public get clear information about the school's performance and the quality of education received by students. (5) Reducing educational inequality. Identify gaps. The Education Report Card helps identify gaps in educational attainment across different social, economic, or geographic groups. This is important to ensure that all students get equal educational opportunities. Focus on Inclusion. Data from the Education Report can be used to design more inclusive programs, which include students with special needs or from disadvantaged backgrounds. (6) Encourage continuous improvement. Progress Monitoring. The Education Report allows for continuous monitoring of the development of schools and students, encouraging continuous improvement in the learning and teaching process. Program evaluation. Educational programs can be evaluated and adjusted based on data from the Education Report Card to ensure their effectiveness. (7) Achieving the goals of national education. Harmonization with National Goals. The Education Report helps ensure that each school moves in line with national education goals and standards, resulting in more equitable quality of education across the country. Measurement of National Progress. Collectively, the Education Report Cards from different schools can be used to measure national education progress and identify areas that need improvement. (8)

Motivation for Teachers and Students. Awards and Recognition. Achievements in the Education Report can be a source of motivation for teachers and students. Teachers who succeed in improving the results of the Education Report Card can be recognized and appreciated, while students are encouraged to continue to excel. Increase in Healthy Competition. The existence of the Education Report Card can encourage healthy competition between schools, which leads to an overall improvement in quality.

Discussion on Monitoring and Evaluation of Quality Management Based on Education Report Cards at Education Office Branches

Based on the results of the monitoring analysis and evaluation that has been carried out, it is obtained that the Education Report Category in the Education Unit at the Education Office Branch Region I of Maros Regency is determined by the achievement of each indicator of each Education Report Dimension. In the process of implementing monitoring and evaluating quality management based on education report cards, several elements have been involved in this study, namely the School Supervisory Element giving the view that, although in general the education report card in the education unit of the Education Office Branch of Region 1 Maros Regency is in the Good category, but several indicators that still need to be improved, including the Numeracy Dimension on the Ability of School Residents are not adequate to understand Data Domain Numeracy and classroom management. Each of these dimensions is an integral part of the assessment in the Education Report Card, which together helps to form a comprehensive picture of the quality of education in schools. By understanding and evaluating these dimensions, schools can make the necessary improvements and adjustments to achieve a better and more holistic education for all students. Meanwhile, other elements including School Principals, School Operators and Other

Stakeholders also gave the view that the achievement of education report cards from all dimensions also needs to be improved, especially the Learning Quality Dimension indicators related to Learning Methods and Reflection on teaching results. Each of these achievement categories provides a more specific picture of the various aspects of school performance and the extent to which educational goals have been achieved. Evaluation of these categories helps schools, parents, and other stakeholders to understand which areas are already good and which ones need improvement.

The evaluation of the implementation of the Education Report Card has a very high urgency for several important reasons that have a direct impact on the quality of education, policies, and student development. Here are some of the main reasons why this evaluation is so necessary. (1) Improving the quality of education. Identify Weaknesses and Strengths. The evaluation helps identify areas that need improvement and areas that are already doing well. By understanding weaknesses and strengths, schools and stakeholders can direct improvement efforts to areas where they need it most. Continuous Improvement. Regular and systematic evaluation allows schools to continuously improve the quality of education, so that they can achieve higher standards. (2) Directing education policies. Informed Decision Making. Data from the evaluation of the Education Report Card provides concrete evidence that can be used by policymakers to formulate more effective and relevant education policies. Priority Determination. Evaluation helps in determining which areas should be prioritized in resource allocation, whether in terms of budget, faculty, or facilities. (3) Educational Accountability. School Responsibility. By conducting evaluations, schools can account for their performance to stakeholders such as parents, the government, and the wider community. Transparency. The Education Report Card Evaluation ensures that the entire educational process is carried out transparently, which is important to build public trust in the education system. (4) Adapting to the Times. Adaptation to Change. The world of education is constantly evolving, and evaluation allows schools to adapt their strategies to the latest educational trends and needs. Application of Technology. With evaluation, schools can assess the effectiveness of using technology in the learning process and adjust the approach if needed. (5) Minimizing educational inequality. Reduce the gap. Evaluation can reveal gaps in educational achievement in different regions or groups of students. Thus, more specific interventions can be implemented to reduce these inequalities. Educational Inclusion. Evaluation also helps in ensuring that all students, including those with special needs, get equal and quality access to education. (6) Teacher Professional Development. Competency Improvement. The results of the evaluation can be used to design a more targeted teacher training program, according to the identified needs. Teacher Motivation. With feedback from evaluations, teachers can be motivated to continuously improve the quality of their teaching. (7) Achieving the goals of national education. Alignment with the National Vision. The evaluation of the Education Report Card ensures that schools move in line with the vision and mission of national education, so that long-term education goals can be achieved. Progress Monitoring and Evaluation. Through evaluation, progress towards achieving national education targets can be monitored effectively.

CONCLUSION
Based on the results and discussion, the conclusion of this study is: An overview of the form of quality management planning based on education report cards at the Education Office branch shows the percentage and category of both the scale of agreeing and strongly agreeing attitudes, each aspect; (1) the school has a good understanding of education report card-based quality planning, (2) school residents are involved in the education report card-based

quality planning process, (3) education report card-based quality planning has been implemented effectively, (4) the school has adequate resources, (5) education report card-based quality planning provides significant benefits, (6) the school has received adequate training to support education report card-based planning, (7) effective communication between schools and stakeholders regarding quality planning based on education report cards, (8) monitoring and evaluation of quality planning based on education report cards is carried out periodically and comprehensively, (9) provision of information on the implementation of quality management based on education report cards, (10) teachers understand the purpose and benefits of education report cards, (11) teachers are actively involved in the process of collecting education report card data, (12) follow-up of education report card results, (13) management support for education report cards, (14) schools hold training on the management of education report card results, (15) parental involvement in the education report card process, (16) schools conduct periodic evaluations of quality management based on education report cards, (17) schools have adequate facilities and resources in the implementation of quality management based on education report cards, (18) school residents are satisfied with the implementation of quality based on education report cards.

An overview of the implementation of quality management based on the Education Report Card in the education unit of the Education Office Branch Region I of Maros Regency shows a percentage with a good category based on aspects; (1) provision of information in the implementation of quality management based on education report cards, (2) teachers understand the purpose and benefits of education report cards, (3) teachers are actively involved in the process of collecting education report card data, (4) the implementation of education report cards is a follow-up to the results of previous education report cards, (5) management

support for the implementation of quality management based on education report cards.

The results of monitoring and evaluation of quality management based on education report cards at the Branch of the Education Office Region I of Maros Regency show a good category of achievements. Increased monitoring and evaluation will be better and more effective by making; literacy and numeracy programs through socialization and training to various elements; (1) school supervisors, (2) school principals, (3) school operators, (4) school stakeholders.

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