



Implementation of Electronic Report Card Policy at Vocational High School 1 Palu

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ABSTRACT

This research aims to assess the implementation of the policy on electronic report cards at Vocational School Negeri 1 Palu. The research employs a qualitative descriptive method, which provides a detailed description of the phenomena or issues being studied at the research site based on existing facts. Data collection techniques include observation, in-depth interviews with informants, and documentation to gather the required primary and secondary data. The study involves 5 informants. The theoretical framework used in this research is George C. Edward III's theory, which includes four indicators for the implementation stage of the electronic report card policy at Vocational School Negeri 1 Palu. These indicators are Communication, Resources, Disposition, and Bureaucratic Structure. The research findings indicate that the implementation of the electronic report card policy at Vocational School Negeri 1 Palu is progressing fairly well, as evidenced by the Communication indicator, where information about the policy dissemination was directly obtained from the Ministry of Education regarding the implementation of the electronic report card program. Another successful indicator is the Bureaucratic Structure, as the policy implementation on the ground meets SOP standards through a guidebook provided directly by the Ministry of Education. However, the indicators for Resources and Disposition have not been adequately addressed. This is evident from the inadequate facilities and the lack of understanding among policy implementers about the urgency of the policy, leading to delays in the electronic report card program. These issues need to be addressed to ensure optimal overall implementation in the future.



INTRODUCTION

The e-Rapor application is a web-based tool designed to generate reports on students' learning achievements for each unit of study. It processes data on understanding, skills, final grades, and attitudes that teachers have recorded. This results in an automatic summary of students' performance for each assessed competency, including input from learning achievements, extracurricular activities, attendance, intelligence, behavior, and class teacher comments, culminating in a comprehensive report of students' competencies.

The e-Rapor application is designed to facilitate the preparation of competency reports and data management, allowing for an automated description of students' final grades according to their performance on basic competencies. Its primary goal is to enhance the quality of education, keeping pace with elite schools, while saving time and effort. The application features key tools that teachers must understand, as these significantly impact the recording of students' learning outcomes. Each subject teacher has individual access rights to use the e-Rapor.

According to Indonesian Minister of Education and Culture Regulation No. 66 of 2013 on Education Assessment Standards, the results of assessments by educators and educational units must be reported in the form of grades and competency descriptions to parents and the government. The student report card (Rapor) serves as a link between the school and students' parents. The e-Rapor, developed by the KEMENDIKBUD Directorate of Vocational High Schools, was officially introduced in late 2013 in conjunction with the national implementation of the 2013 Curriculum. This electronic report card program is now used by various educational institutions and simplifies the grading process under the 2013 Curriculum (2013-2021). Grades are automatically stored on a central server, as per Indonesian Government Regulation No. 19 of 2005 on National Education Standards, amended by Government Regulation No. 32 of 2013. This regulation aims to assist subject teachers in documenting learning outcomes, help class teachers in preparing student reports, provide educational units with objective, transparent, and accountable assessments, and facilitate government (Department of Education) evaluation of educational development and institutions.

With the evolving educational landscape and the shift from the 2013 Curriculum to the Merdeka Curriculum for 2022-2023, KEMENDIKBUD has begun to update the e-Rapor application. This includes modifying and upgrading some of the source codes from the previous e-Rapor version 5.0.0 to version 6.0.0, following Presidential Instruction No. 9 of 2016. This instruction mandated the Ministry of Education and Culture to refine and align Vocational School curricula with competencies required by graduates. Consequently, the Ministry of Education and Culture, through the National Education Standards Agency and the Directorate of Vocational High Schools, has issued the latest regulation: Indonesian Minister of Education, Culture, Research, and Technology Regulation No. 21 of 2022, on "Standards for Assessment in Early Childhood Education, Basic Education, and Secondary Education." Article 12 states, "Guidelines for developing procedures and forms of student learning assessment are determined by the head of the curriculum and assessment unit."

The Ministry of Education, Culture, Research, and Technology strives to make the e-Rapor application for the Merdeka Curriculum as user-friendly as possible, with the hope that it will ease the workload of teachers and class advisors. The e-Rapor application serves as a tool for teachers and educational institutions to report student learning outcomes. The Merdeka Curriculum e-Rapor also emphasizes its functionality and integration with Dapodik. This means that administrators or teachers no longer need to manually input student data into the e-Rapor application. The application is designed for teachers to plan, manage, and report student learning outcomes across various educational levels and pathways, including both formal and informal education using the Merdeka Curriculum. The e-Rapor system is intended to facilitate teachers in submitting student grade data integrated with Dapodik, ensuring that the assessment policies of the Merdeka Curriculum are effectively implemented through this application (Source: KEMENDIKBUDRISTEK News).

As the e-Rapor development team from the Directorate of Secondary Schools, we would like to provide an overview of the Merdeka Curriculum e-Rapor application. The application consists of two main components: the user guide and the launcher or the application itself. It has three primary roles: administrator, teacher, and class advisor. It is important to note that the Merdeka Curriculum e-Rapor is closely related to Dapodik.



Therefore, the completeness of Dapodik data at the educational unit is crucial for the proper functioning of the application. The first task for administrators is to register the web service that connects the application with Dapodik according to the provided guidelines. Subsequently, administrators will retrieve data from Dapodik for use in the application. We hope that with the launch of the Merdeka Curriculum e-Rapor, educators will find it easier to implement the principles of Merdeka Belajar. This will support the vision of producing a superior and competitive generation in the future. The ultimate goal of this policy is to make it easier for users, including teachers and students, to view their learning achievements. The application is also designed to be accessible anytime and anywhere (Source: KEMENDIKBUDRISTEK News).

From field research conducted, it was found that the implementation of the e-Rapor policy began in 2013. However, Vocational School Negeri 1 Palu only started implementing the e-Rapor program in 2022 and continues to use it until now, in 2024. As a result, the implementation has been ineffective due to its delay. This indicates that there are still some parties who do not fully understand the urgency of this policy. Despite this, the program has been very helpful to the teachers at the school in managing the final learning assessments of students at Vocational School Negeri 1 Palu.

Based on the existing field conditions, which reveal discrepancies such as delays in program implementation leading to ineffectiveness, the researcher is interested in examining the extent to which this program can help alleviate the tasks of teachers and students in managing final reports at Vocational School Negeri 1 Palu. Therefore, the author is keen to conduct research titled "Implementation of the Electronic Report Policy at Vocational School Negeri 1 Palu" using George C. Edward III's theory, which includes four indicators:

1. Communication: (transmission, clarity, consistency)
2. Resources: (staff, information, authority, facilities)
3. Disposition: (disposition effects, bureaucratic arrangements, incentives)
4. Bureaucratic Structure: (SOPs, fragmentation)

METHOD

The basis for this research is the qualitative research method. The type of research used is descriptive with a qualitative approach. The conceptual framework for this study is based on George C. Edward III's theory, which includes communication, resources, disposition, and bureaucratic structure. The types of data used in this research are primary and secondary data. Data collection techniques include observation, interviews, and documentation. The research instruments are recording tools and written notes from the researcher. The stages used in data analysis are data condensation, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The e-rapor program for Vocational Schools is an application designed for processing student achievement reports with various user access levels, including administrators, teachers with their additional tasks, and other e-rapor users. Additionally, this application incorporates specific Vocational School assessments such as field practice evaluations (PKL) and competency tests. As known, the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK) has launched the Merdeka Learning program. This program embodies a collective vision to address educational disparities and improve learning recovery in a fairer and more equitable manner. Since its initiation in 2013, the Directorate of Vocational Schools has been developing and continually updating the e-rapor application, with the latest update to version 6 in 2022. The e-rapor application is directly integrated with the School Data Application (DAPODIK), ensuring that the data in the e-rapor application aligns with DAPODIK data. For the student report output mechanism, once the assessment results are printed, they will be placed into report folders provided by the school. These folders then constitute the student reports ready for distribution to each student.

In this section, the researcher will describe the implementation of the e-rapor policy developed by George C. Edward III, evaluating the success of the implementation of the Electronic Report (E-Rapor) Policy at



Vocational School Negeri 1 Palu based on four indicators: communication, resources, disposition, and bureaucratic structure.

The first variable is communication. This indicator can be considered successful as the dissemination of information from the Ministry of Education has clarified the electronic report program to schools. The second variable, resources, particularly facilities, shows that while the e-rapor policy was already implemented in some schools with the previous curriculum, it was not yet applied at Vocational School Negeri 1 Palu due to inadequate infrastructure, such as the lack of computers and servers at the time. Therefore, this indicator was not effectively implemented. The third variable, disposition, indicates that in 2013, the policy implementers were not yet prepared, and with the previous curriculum, they were only ready by 2022 with the transition to the Merdeka curriculum for the e-rapor program. This delay was due to prioritizing other urgent matters over the e-rapor. Thus, this indicator was also not well executed. The fourth variable is bureaucratic structure, associated with Standard Operating Procedures (SOPs). In this regard, the policy implementers have adhered to the procedures as outlined in the e-rapor application guide issued by the Ministry of Education. This indicator was successful as it followed the existing guidelines.

CONCLUSION

Based on the research findings from the five informants at Vocational School Negeri 1 Palu, it can be concluded that the implementation of the Electronic Report (E-Rapor) Policy at Vocational School Negeri 1 Palu has not been fully optimized. This is due to delays in implementing the electronic report program, which was initially intended to be rolled out with the previous Curriculum 13 but was only executed in 2022 with the new Merdeka Curriculum. This delay is evident from the resources variable, particularly facilities, which were inadequate at the time, and the disposition variable, where the policy implementers were not fully prepared for the electronic report program. Despite these challenges, Vocational School Negeri 1 Palu has continued to implement the policy from 2022 to 2024, and the process has been beneficial in assisting teachers with student grading, thus saving time and effort. The intended benefits of the electronic report, such as time savings and efficiency, have been realized by the teachers, and there have been no significant issues with its implementation from 2022 to the present.

To ensure that the implementation of the Electronic Report (E-Rapor) Policy at Vocational School Negeri 1 Palu continues to improve in the future, policy implementers should enhance the disposition variable, particularly focusing on the effects of disposition. They should remain committed and accountable for the directives given in the implementation of the e-rapor program during the Merdeka Curriculum and any future curriculum changes. As a nation progresses, so does its technology, and policy implementers must be responsible for executing government directives effectively.

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