

## Efforts to Improve the Quality of Schools Based on the Analysis of Educational Reports

Sundakir<sup>1</sup>, Makhdalena<sup>2</sup>, Hambali<sup>3</sup>

<sup>1</sup> Universitas Riau, Pekanbaru, Indonesia; [sundakir7486@grad.unri.ac.id](mailto:sundakir7486@grad.unri.ac.id)

<sup>2</sup> Universitas Riau, Pekanbaru, Indonesia; [makhdalena@lecturer.unri.ac.id](mailto:makhdalena@lecturer.unri.ac.id)

<sup>3</sup> Universitas Riau, Pekanbaru, Indonesia; [hambali@lecturer.unri.ac.id](mailto:hambali@lecturer.unri.ac.id)

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### ARTICLE INFO

#### Keywords:

Educational Reports;  
Quality of Schools;  
Quality of education

#### Article history:

Received 2023-03-11

Revised 2023-05-04

Accepted 2023-12-11

### ABSTRACT

The objective of this study was to examine school quality report cards in order to enhance the standard of education. This study employs descriptive qualitative methodologies, which involve analysing data or documentation, doing observations, and conducting interviews. Data collecting methods encompassed interviews, observation, and documentation. The participants in this study included the principal, vice principal, school treasurer, three teachers, and five students, who provided information. In addition, the employed data analysis technique is comprised of data reduction, data collecting, data display, and conclusion. The findings of this study suggest that the implementation of school report cards or education report cards can enhance the overall quality of schools. The indicators on the quality report card that can enhance the quality of school education include the quality and pertinence of student learning outcomes, which are categorised as satisfactory and progressing in relation to students' reading skills, numeracy abilities, and character dimensions. Consequently, there is a positive correlation between pupils' proficiency in literacy and the overall quality of education, including numeracy and character development. The school's quality is directly proportional to the pupils' level of numeracy skills and character. Schools must consistently aim for high-quality student learning outcomes, necessitating changes in all areas that contribute to student achievement.

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### Corresponding Author:

Sundakir

Universitas Riau, Pekanbaru, Indonesia; [sundakir7486@grad.unri.ac.id](mailto:sundakir7486@grad.unri.ac.id)

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## 1. INTRODUCTION

The advancement of a nation or state is contingent upon the growth and improvement of its educational system. Education is considered a key indicator of a nation's good development. The objective of national development in the education sector is to enhance the quality of individuals as human resources, fostering attributes such as faithfulness, piety, knowledge, creativity, independence, and responsible citizenship within a democratic framework. Education serves as a platform for the cultivation of information and skills, enabling pupils to acquire expertise and foster comprehension and critical thinking abilities (Usiono, 2021). Continuous enhancement and assessment of schooling are necessary. The quality of education and schools significantly impacts the enhancement of human resources who possess superior qualities, extensive knowledge, creativity, independence, democratic

values, responsibility, and strong religious devotion. The government must undertake human resource development as a strategic endeavour.

The assessment of school quality can be determined by analysing the outcomes of school reports or education reports. Education report cards, often known as school report cards, are the outcomes of evaluations and nationwide surveys conducted by regional and central education authorities (Kemendikbud, 2022). Schools can utilise school quality report cards to enhance the overall quality of education. These report cards serve as a valuable tool for identifying and addressing issues within schools, determining the underlying causes of these issues, devising effective solutions, and ultimately improving the overall educational standards. In addition, the Ministry of Education and Culture (2022) asserts that quality report cards can serve as a tool for measuring quality and ensuring equitable distribution of learning outcomes or output. The school's website will subsequently publish the outcomes of the quality report cards, with the objective of disseminating information to the public regarding the school's grades (Sunderman, 2022). School report cards serve as school performance reports (Sunderman, 2022). According to this argument, in order to enhance the calibre or standard of a school, schools need to enhance the outcomes of quality assessment reports.

Quality report cards are self-assessments conducted by schools that serve as valuable tools for recognising both strengths and deficiencies, providing a foundation for initiating development efforts (Nurmaini, 2019). School development that lacks quality data analysis will lead to inaccurate target development and be highly ineffective in improving quality. The enhancement of a school's quality is significantly impacted by the pivotal function of the school principal. According to Aditya (2022), the principle, as a leader in the school, is responsible for programme development, management, implementation, and control, specifically in relation to the school's human resources. In order to enhance the quality of the schools under their leadership, school principals must possess the ability to engage in collaborative efforts with many parties, including students, parents, committees, and education stakeholders.

According to the findings derived from observations and data analysis conducted at the research location, the school-quality report cards were determined to have gotten low scores. The Ministry of Education Research and Technology has published education report cards in the form of profiles for the year 2021. These profiles are the outcomes of an evaluation conducted on the administration system of education units. Other pertinent data sources. According to the research conducted by SMA Negeri 1 Periphery, the education profile report cards for the education unit in 2021 reveal that a significant number of school successes fall below the expected range or do not meet the predetermined requirements, namely the first indicator. Literacy skills, namely at level A.1 The percentage of children requiring special intervention due to low literacy skills is 2.22%, indicated by the colour red. Similarly, the proportion of pupils with poor numerical abilities, indicated by the colour red as well, is also 2.22%. This represents the third indicator. The C.2 GTK teacher mobilisation workers are marked as red with a 0% value due to the absence of driving teachers in the school. Similarly, the four indicators C.2.2 representing school principals and deputy principals of driving teachers are also marked as red with a 0% value, indicating that they do not currently hold positions as principals or deputy principals of driving schools. The five management indicators C.3.3 are shown in red and have a value of 0%. The remaining six indications. The fulfilment of teacher needs in the red category received a score of 0% for the seventh indicator, which is D.10.2 School Services for intellectually gifted pupils and those with special needs. Red talents with a school achievement score of 1.43% are proficient in utilising ICT for budget administration, as shown by the Eighth Indicator E.3. The object is red and has a modest intensity with a score of 6.52%. Nine indicators E.3.1 The percentage of online spending of BOS funds is indicated by the colour red, and it is associated with a school accomplishment rate of 6.52%.

Based on the achievement data for the school education report card above, it is necessary to look for the root of the problem that causes the low achievement indicators for the school. Law on the national education system number 20 of 2003 Chapter II, article 3 explains that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the

framework of educating the nation's life, aims to develop potential so that they become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state. This is further reinforced in Article 12 paragraph 1b "Every student in each education unit has the right to receive educational services according to their talents, interests and abilities", this means that every student has the right to receive quality and quality education service facilities so that they can compete and be competitive nationally and internationally in terms of improving human resources. Good school management is needed to produce quality human resources. The principal as the main driving force for schools plays an important role in improving the quality of the schools they lead. This means that a school principal who drives the administration system at school can develop the professional values of the organization he leads, the principal who functions as a leader in the school must master 5 (five) competencies, namely personality competencies, managerial competencies, supervision competencies, social competencies and entrepreneurial competencies (Permendiknas Number 13 of 2007).

Decree of the Head of Standards, Curriculum and Education Assessment Agency of the Ministry of Education, culture, research, and Technology number: 038/H/M/2022 Concerning Education Unit Profile Indicators and Regional Education Profiles, that to support the implementation of evaluation of the education system, it is necessary to establish indicators education unit education profile and regional education profile. Accreditation standards for elementary and secondary schools in the Republic of Indonesia are defined in Decree 1005/P/2020, issued by the Minister of Culture and Education. The four critical components of the school quality report card indications are as follows: the quality of the graduates, the learning process, the quality of the teachers, and the quality of the school administration. Evidence of this may be found in the 2021 Ministry of Education and Culture reports on school quality achievements in each educational unit, where the maximum possible score for any standard is 100.

The researcher is interested in delving deeper into the topic of using school quality report cards to improve school quality, building on the foundation mentioned before. Anangsyah and Ardiansyah (2022) analysed school quality report cards in public elementary school no. 176 INPRES in the Mangarabombang district of Takalar regency; Sulastri and Sadiyah (2022) utilised national assessment results in Jakarta's basic education quality improvement programme; Sulistyowati (2017) used school quality report cards as an accurate medium for coaching and monitoring the achievement of SNP implementation in target schools; and Nurmaini (2022) provided an overview of using quality data to achieve school quality. Improving school quality through school quality report cards is the renewal of this research based on the relevant research.

Published education report cards can be analysed to identify factors that contribute to the low number of indicators. Steps and programme planning strategies need to be implemented to address this issue. Additionally, recommendations should be provided to schools on how to enhance the value of education quality report cards. The writer became intrigued by the analysis and research of the limited number of educational report card indicators discovered in the subsequent year. This article will examine a specific measure of the education report card's quality, which is the quality achievement indicator, and its connection to the significance of student learning outcomes. The research aims to examine how schools' quality improvement plans and programmes align with the findings of educational report cards, specifically in terms of quality achievement indicators and the significance of student learning outcomes. Moreover, the researcher aims to utilise this research to make a constructive impact on the advancement and enhancement of education quality. This will be achieved by examining theories pertaining to the enhancement of educational unit report cards, particularly in the formulation of strategic programmes for schools and the overall improvement of education quality.

## 2. METHODS

Researchers used descriptive qualitative methods with this type of research to analyze data and information. Data collection techniques were carried out through (1) interviews, namely asking

questions to informants such as how the achievement quality and relevance of student learning outcomes were seen from the dimensions of students' literacy skills, dimensions of students' numeracy skills, and dimensions of student character. (2) observations were made at school on student activities for three months. (3) Documentation is done by analyzing documents related to school education quality report cards. The informants in this study were the principal, vice principal, school treasurer, three teachers, and five students at SMA Negeri 1 Pinggir. Furthermore, the data analysis technique used is data reduction or data collection, data presentation, and conclusion.

### 3. FINDINGS AND DISCUSSION

#### 3.1 *Research Findings*

The observation results indicate that students lack of enthusiasm in enhancing their literacy skills is evident in their absence during playtime. They prefer socialising in the cafeteria rather than engaging in reading activities in the library. The library has a basic literacy rate of 31.11%, indicated by a yellow colour, which signifies that it is not considered safe. Based on this analysis, it may be inferred that pupils' literacy skills do not fall inside the proficient level.

The observational findings indicate a persistent deficiency in students' proficiency in applying mathematical skills to solve real-life situations. The interviews revealed that our pupils' capacity to engage in conceptual thinking, apply methods, recall facts, and utilise mathematical tools is far below the average. The student ledger score data, submitted by the subject teacher, provides clear evidence of this. Upon inquiring the teacher, a considerable number of students expressed their dislike towards the process of learning. Mathematics educators face challenges in creating instructional resources that effectively engage pupils and foster their interest in learning. The document analysis revealed that the capacity to employ concepts, procedures, facts, and mathematical tools to address everyday problems in diverse relevant situations holds a significance of 2.22% and necessitates targeted intervention in educational curricula. Therefore, it can be inferred that the kids' numeracy abilities fall into the unfavourable category.

The observation results show that the school has instilled good character values in students. This can be seen from the various social activities or programs implemented by the school, and the Pancasila Student Profile Strengthening Program (P5). The results of the interviews said that the school had instilled good character values in students through teaching methods, such as schools always holding cooperation in the school and community environment, Islamic and Christian spiritual activities, social service activities, orphanage visit activities, IKM wisdom project activities local events, cultural performances, and many other activities carried out at school. The results of the document analysis showed that the character dimension obtained a value of 2.04 in yellow with the predicate Developing and Entrenched. It can be concluded that the character dimensions are in the developing or good category.

#### 3.2 *Discussion*

The study's findings indicate that the calibre and pertinence of students' learning outcomes have a direct impact on the excellence of a school. Consequently, there is a direct correlation between the excellence of students' learning achievements and the overall calibre of the institution. Quality report cards play a crucial role in facilitating both the internal and external growth of schools (Sulistyowati, E., 2021). The learning outcomes of students serve as a reliable indicator of the quality of most schools (Gustini, N., & Mauliy, Y., 2019). Possessing a high-quality report card facilitates schools in identifying shortcomings, limitations, and determining the necessary programmes for school improvement. Sanmarwi, S., & Sulastri, S. (2022) argue that the assessment outcomes of an educational institution can serve as a basis for decision-making.

Learning outcomes or school outputs are the results obtained from managing school resources effectively to create student characteristics that are consistent with school goals (Fadila, RN, et al., 2020). Student learning outcomes are achievements produced by students both in the form of academic

achievements and non-academic achievements. Good student learning outcomes are obtained from good management of school resources so that they can improve school quality, (Sunaengsih, 2017). Improving the quality of schools can be done by improving the quality of teachers, increasing student academic and non-academic achievements, increasing achievement in National Examination (UN) scores and School Examination (US) scores, and improving school infrastructure (Noprika et al., 2020). Student learning outcomes or achievements are one of the components used to measure the success or failure of a school in implementing education so that it affects the quality of education (Kholili, AN, & Fajaruddin, S., 2020).

The quality of a school can be seen from the learning outcomes of students. Achievement of quality and relevance of student learning outcomes consists of several sub-dimensions, namely the dimensions of literacy skills, numeracy skills, and character.

Based on the research findings regarding the quality achievement indicators and the relevance of student learning outcomes seen from:

### 3.2.1 Literacy Ability Dimension

The analysis of quality report cards on literacy skills at Pinggir 1 Public High School reveals that 31.11% of students have basic literacy abilities, indicated by the colour Yellow, which signifies a lack of safety. Additionally, 2.22% of students require special intervention in literacy skills, indicated by the colour Red, which signifies the need for immediate improvement. The Ministry of Education, Culture, Research, and Technology recommends that the school prioritise the use of independent teaching platforms to enhance the capacity of teachers and school principals in literacy and numeracy.

Meanwhile, based on the results of observations made by researchers at SMA Negeri 1 Pinggir, it can be seen that the lack of interest of students in improving their literacy skills is illustrated by the lack of students during recess they prefer to hang out in the cafeteria rather than reading books in the library. Then it was also found that students liked to interact more with their *smartphones* than books and students were less concentrated on participating in the learning process.

Furthermore, informant 1 stated that the curriculum for carrying out the literacy movement program in schools had not been maximized, there were not many literacy books, and the literacy resources used by teachers and students were still limited. Informant 2 said the low literacy score was due to students' lack of interest in reading books, students prefer to read on social media via *cell phones*, there is still a lack of literacy books in school and class libraries, limited teacher handbooks and literacy media that we have, limited access to learning videos internet, novel books and magazines are hard to come by. Next, informant 3 said that "When studying in class we don't like reading textbooks and textbooks, especially long texts such as English, Indonesian, long narrative questions, we prefer learning to use gadgets because the information we get is more many and varied even though they have to sacrifice a lot of pulses for the sake of learning".

Education serves as a platform for the cultivation of information and abilities, enabling pupils to acquire competence, comprehension, and the ability to think critically (Usiono, 2021). Hence, it is imperative for students to possess proficient reading abilities in order to generate commendable academic achievements, thereby enhancing the overall calibre of educational institutions and the standard of education. Literacy encompasses not only an individual's capacity to read and write, but also their aptitude for applying this literacy expertise in practical situations. Enhancing the literacy movement can contribute to the enhancement of education quality (Devianty, R., 2019). In order to enhance the standard of education, it is imperative to transition from the outdated approach of solely focusing on basic reading skills to a new approach that integrates literacy and technology in everyday activities (Muliastri, NKE, 2020). Implementing literacy practices in schools can enhance students' proficiency in reading and writing, hence elevating the overall quality of education (Dalimunthe, M., 2019). The literacy movement has the potential to enhance students' literacy skills, thereby elevating the overall quality of education (Budiharto, B., et.al., 2018). Enhancing student literacy is crucial for improving the overall quality of education, as literacy serves as the primary foundation for learning (Surpi & Purwadi, 2021).

According to the aforementioned study, it is evident that the literacy skills at the school are subpar and require enhancement in order to elevate the educational standard. Several proposals or solutions can be implemented to enhance reading skills at Pinggir 1 Public High School, hence improving the overall quality of the school. These include: (1) Educators analyse and engage in discussions regarding motivational films found on the autonomous teaching platform of the <https://guru.kemdikbud.go.id/video-inspiration/playlists/?id=21>, which focuses on enhancing literacy skills. (2) Teachers engage in autonomous training on the independent teaching platform and thereafter engage in discussions within the school's learning community. The themes covered in these discussions revolve around tailoring the learning process to suit the specific requirements and characteristics of students. The user is now engaged in studying the Literacy Strategy module. This involves comprehending and recognising the specific requirements of students based on their characteristics. The user is also focused on adopting methods to enhance literacy within the classroom. Additionally, the user is exploring the subject of lesson preparation as a fundamental idea. More information on this topic can be found at <https://guru.kemdikbud.go.id/petangan-mandiri/topic/8>. (3) Educators have the opportunity to examine instances of cultivating fundamental literacy and numeracy comprehension in diverse geographical areas.

### 3.2.2 Dimension of Numeracy Ability

The results of the quality report card analysis regarding numeracy skills in thinking using mathematical concepts, procedures, facts, and tools to solve everyday problems in various types of relevant contexts SMA Negeri 1 Pinggir got a score of 2.22% and needed special intervention in school programs. Meanwhile, the school's numeracy skills scored 1.69 below the district/city average, which is the same as the provincial average, but below the national average. Based on this analysis, it is known that the literacy skills of students at SMA Negeri 1 Pinggir are still in the low category.

Then, based on the results of observations made by researchers at SMA Negeri 1 Pinggir, it can be seen that there is still a lack of ability in students to use mathematics in solving everyday life problems. Meanwhile, based on the results of interviews with informant 1, explaining that the ability to think using concepts, procedures, facts, and mathematical tools our students are still far below average can be seen from the student leger score data submitted by the subject teacher when I asked the teacher indeed has many students who do not like learning mathematics, and the teacher has difficulties in developing teaching materials how to make students interested in learning.

Informant 2 stated that the students in the class showed a lack of interest in comprehending mathematical techniques, procedures, and facts. This was attributed to the perception that these concepts were overly complex and uninteresting. Particularly, students who desired to quickly and effortlessly perform calculations struggled to grasp the underlying concepts and factual knowledge. Moreover, the findings from interviews with informant 3 elucidated that acquiring proficiency in mathematics can be challenging if one lacks the desire to learn more effectively. This can lead to feelings of boredom due to the necessity of extensive practice. Additionally, the absence of strategies to quickly solve problems can cause confusion during the learning process. It is worth noting, however, that learning mathematics offers numerous advantages in our everyday lives. According to the interviews conducted with the students who took the Computer-Based Assessment exam, it was clarified that the questions that emerged during the ANBK were complex analytical mathematical questions presented in the form of stories or narratives. Consequently, these questions were challenging to comprehend due to their convoluted nature.

Quality education is education that can produce students who know by the times. To face the development of the times, students must have numeracy skills. Numerical ability is not only the ability of students to understand mathematics but also the ability of students to apply numerical or mathematical concepts in real life (Sari, RM, 2019). Improve the quality of education, it starts with improving students' numeracy skills (Dewanti, AK, 2020). Literacy ability is the ability possessed by students to apply mathematical concepts or understanding in everyday life. Numerical ability is one way to improve the quality of education (Widiyansyah, A., & Fitriyansyah, F., 2022). In line with that

Muyassaroh, I., et.al. (2022) state that the development of learning programs must focus on students' numeracy abilities which aims to improve the quality of education.

Based on the analysis above, it can be seen that the numeracy skills at SMA Negeri 1 Pinggir are still low and need to be improved to improve the quality of education. There are several recommendations or solutions that can be applied to improve numeracy skills in Pinggir 1 Public High School so as to improve school quality, namely: (1) The teacher studies translated math books from Japan which are already available on the Merdeka Mengajar Platform on the <https://guru.kemdikbud.go.id/tools-ooks/XrAm6oYZMy?index=1>, As a reference for teachers to study numeration supporting books; (2) The teacher reads the numeration module on the <https://bersamahadapikorona.kemdikbud.go.id/level-sd-modul-belajar-literasi-numerization/page>; (3) Utilization of the independent teaching platform to increase the capacity of teachers and principals related to numeracy (resolve 1), strengthen numeracy learning with theme-based numeracy modules and other sources outside the independent teaching platform (resolve 2), Formation of optimizing learning communities to increase teacher competence and school principals by sharing knowledge and discussions related to numeracy (fix 4), Reflection on learning by teachers and school principals to identify challenges in learning numeracy by involving school stakeholders (fix 5), Compilation and implementation of operational curricula of education units related to increasing numeracy according to needs students and school conditions (fix 6).

### 3.2.3 Character Dimensions

The results of the analysis of quality report cards are related to the character dimensions in SMA Negeri 1 on the edge of the average student character values based on moral values in humans, morals in nature, national morals, cooperation, creativity, critical reasoning, global diversity, and independence in the high school character survey Country 1 periphery gets a yellow 2.04 score with the predicate Developing and entrenched, below the district/city average score of 2.22 below the provincial average score of 2.22 and the national average score, with the achievement of developing stages for the definition of indicators. Based on this analysis, it is known that the character of students at SMA Negeri 1 Pinggir still needs to be further developed related to (1) character; (2) Faith, fear of God almighty, and noble character; (3) gotong royong; (4) creativity; (5) critical reasoning; (6) global diversity; and (7) independence.

Furthermore, based on the results of observations made by researchers at SMA Negeri 1 Pinggir, it is known that the school has instilled good character values in students. This can be seen from the various social activities or programs implemented by the school, and the Pancasila Student Profile Strengthening Program (P5). The results of the interview with informant 1 explained that the index of applying character culture to students had been carried out using various teaching methods, such as schools always holding cooperation in the school and community environment, Islamic and Christian spiritual activities, social service activities, orphanage visits, IKM project activities local wisdom, cultural performances, and many other activities carried out at school, if it turns out that our school report cards are developing, it means that students have not understood the direction and purpose of implementing character culture in this school.

Then the results of interviews with informant 2 explained that in everyday learning students have been provided with character education, namely the program to strengthen the Pancasila student profile (P5) which is the learning achievement goal flow expected from each subject, if it is still lacking then we teachers will improve more improvements in everyday school learning strategies. The results of interviews with informant 3 showed that, the values contained in the Pancasila Student Profile Strengthening Program (P5) they explained that we have followed the character education strengthening program in this school in daily learning, but when we took part in a survey of the learning environment we had to answer questions -This question is a bit difficult for us to understand the question given, so we can only answer it to the best of our knowledge.

Character education is a system of inculcating character values in school students which includes components of knowledge, awareness or will, and actions to carry out these values, both

towards God Almighty, oneself, others, the environment, and nationality so that they become a perfect human being. Student character education is proven to be able to improve the quality or quality of education, (Manasikana, A., & Anggraeni, CW, 2018). In line with that, Herawan, KD, & Sudarsana, IK (2017) character education can improve the quality or quality of education which consists of religious values, tolerance values, honesty, peace-loving, hard work, discipline, curiosity, respect for achievement, responsibility, creative, independent, communicative, social care, care for the environment and love for the motherland.

Based on the analysis above, it can be seen that the character dimensions at SMA Negeri 1 Pinggir are still low and need to be increased, to improve the quality of education. There are several recommendations or solutions that can be applied to increase the character dimensions of students at SMA Negeri 1 Pinggir so as to improve school quality, namely: (1) Utilization of the independent teaching platform to increase the capacity of teachers and principals related to independence character material (fix 1). ; (2) Strengthening independence character learning by using other sources outside the independent teaching platform (fix 2); (3) Forming and optimizing learning communities to increase the competence of teachers and principals by sharing knowledge and discussing the character of independence (fix 4); (4) Reflecting on learning by teachers and school principals to identify challenges in independent character learning by involving school stakeholders (fix 5); (5) Carry out the preparation and implementation of the operational curricula of educational units related to increasing the character of independence according to the needs of students and school conditions (fix 6).

#### 4. CONCLUSION

Based on the findings of this study, the researchers deduced that the implementation of education quality report cards has the potential to enhance the standard of education. An indication that can enhance the quality of school education is the quality and relevance of student learning outcomes. These outcomes are categorised as either good or developing based on their proficiency in reading skills, numeracy abilities, and character dimensions. Nevertheless, it requires further enhancement. Researchers and individuals interested in issues related to quality report cards and school quality are encouraged to further investigate by conducting similar research with varying subjects and indicators. This will enable the development of a comprehensive strategy to enhance school quality across all educational levels.

**Acknowledgements:** I would like to thank all the authors who participated in completing this research. Thanks also to the big family of SMA Negeri 1 Pinggir who has helped in completing this research. Hopefully, this article is useful for writers in particular and for readers in general.

**Conflict of Interest:** There is no conflict of interest.

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