

# Training and Mentoring on the Utilization of Education Reports in Preparing Teachers' Work Result Plans at SMP Negeri 20 Lebong

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## Abstract

This community service activity was conducted through an In-House Training (IHT) program aimed at addressing teachers' limited competence in using the Education Report as a data source for planning the Teacher Work Result Plan (RHK) at SMP Negeri 20 Lebong, Lebong Regency. The program involved teachers as the main participants and was implemented using a participatory and practice-based approach. The stages of the activity included problem identification, material delivery, group discussions, hands-on practice in analyzing Education Report data, and evaluation. The Education Report provided by the Ministry of Education, Culture, Research, and Technology was used as the primary reference for data-based planning. The results of the activity showed an increase in teachers' understanding and skills in interpreting educational data and formulating more targeted and evidence-based work plans. In addition, the program fostered collaborative and reflective practices among teachers in improving learning quality. This activity demonstrates that structured and sustainable training programs are essential to support data-driven educational planning and continuous improvement in schools.

**Keywords:** *In-House Training, Education Report Card, Work Result Plan, Elementary and Middle School Teachers, Data-Based Planning.*

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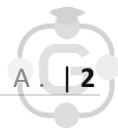
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## INTRODUCTION

Educational units, departments, or local governments can improve the quality and achievement of student education through data-driven planning (DBA), which uses data from the education report platform. The goal is to achieve continuous improvement and enhance educational quality. The main goal of this data-driven strategy is to increase the accountability, effectiveness, and concreteness of education unit administration and budget allocation. A database, also called a database, is a collection of related data archives arranged to facilitate easy, fast reuse (Lukitaningrum, 2016). Independently analyzing the findings of downloaded education report cards is one method of conducting data-driven analysis (DBA) for primary and secondary education units. Another alternative is to use the education report platform. An enhanced version of the quality report card based on the assessment tools and procedures used to determine student learning outcomes, the education report platform publishes findings from the assessment of education services (Ministry of Education and Culture, 2022). (Tuhuteru et al., 2021)

According to Asnil Aidah (2022), to assess educational quality outcomes in educational units, the Ministry of Education, Culture, Research, and Technology also created an educational report card platform. The educational report card is a tool that can be used as evaluation material containing data on the quality of educational units or regions. The data is obtained through national assessments or surveys. (Budi Teguh Harianto, 2023) Educational reports can be used in the form of:



1. The use of a single data source provides a basic framework for analysis, strategic planning, and long-term reference points for advancing education quality.
2. Gaining primary platform status to access the National Assessment.
3. Transforming into an evaluative instrument that relies on the caliber and dissemination of educational achievements (output).
4. Serves as a measuring tool to assess the system comprehensively in both internal and external evaluation processes.
5. Utilization of education profiles as a source of strategic planning data, both at the central and regional levels.
6. Developing tools aimed at simplifying administrative procedures that were previously fragmented across multiple applications in both internal and external review processes. (Musakirawati et al., 2023)

Instructions on interpreting the quality report card for the achieved grades are provided to schools. Colors ranging from red to blue appear in the quality report. Based on this understanding, Baiq Sumarni (2023) explains how to conduct IRB, which requires analyzing the quality report, identifying, reflecting on, and correcting the underlying problems. (Budi Teguh Harianto, 2023)

Indicators related to intake, process, and learning products are listed in the Education Report, which reflects the 8 National Education Standards. Examples include standards for management, curriculum, process, assessment, funding, and sarpras (facilities and infrastructure), as well as standards for GTK (teachers and education personnel). Education units can assess the state of achievement and learning processes in their respective places by examining elements within each dimension in depth. Meanwhile, education offices can observe regional macro problems and see success at the level of emphasis. School principals and education offices can access the Education Report platform using the belajar.ID account at <https://raporpendidikan.kemdikbud.go.id/app>. The Education Report is also available to the public through the "view public data" option. To improve the quality of education, assess the learning achievement process, and identify difficulties, education units and local governments are expected to use the Education Report (Asbari et al., 2020)

With the advancement of information technology, vast amounts of data can now be accessed and used to comprehensively analyze and evaluate the state of education. One important source of data in this case is the Education Report. The Education Report presents the achievement of selected indicators from the Education Profile and reflects the priorities of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This report is used to assess each educational unit's achievements. Data in the Education Report is drawn from various trusted sources, including the results of the National Assessment, which are collated with other data sources, such as Basic Education Data (Dapodik). The Education Report provides a comprehensive picture of the condition of education in schools, so that it becomes an accurate reference for schools in designing strategic planning aimed at improving quality. (Innovation, Education, & Vol, 2025)

The National Assessment to improve the quality of education, including literacy, numeracy, and character education, is one of the government's efforts to build national education. The National Assessment is basically designed to help students improve their basic skills. Meanwhile, the National Assessment examines the education system from various angles, including inputs, processes, and outcomes. According to the Ministry of Education and Culture (2021), the three main components of the National Assessment are the Learning Environment Survey, the Minimum Competency Assessment (AKM), and the Character Survey. Students are expected to have basic reading and arithmetic skills, as measured by the Minimum Competency Assessment (AKM), one of the components of the National Assessment. A better learning environment and higher-quality learning can be achieved by reflecting on and improving the results of the National Assessment. In order to realize the profile of Pancasila students, the National Assessment is a means for teachers to adjust learning to the needs of students and help shape the character of students (I Nyoman Kiriana & Ni Nyoman Sri Widiastih, 2023)

Teachers and principals can use Performance Management on the Merdeka Mengajar (PMM) Platform to create Employee Performance Targets (SKP) that are more relevant and aligned with the



requirements of their respective study units and professional development opportunities. This will ultimately lead to more student-centered teaching (Siagian et al., 2024). The National Civil Service Agency (BKN) e-performance service is now fully integrated with this Performance Management function. (Yoseptry, Solihah, & ..., 2024)

The Ministry of Education, Culture, Research, and Technology has set a vision for transforming learning, and through the Merdeka Mengajar Platform (PMM) for Performance Management, principals and teachers can carry out their duties with more context- and task-specific Performance Management. Previously, systems such as e-Performance were used to manage the performance of principals and teachers. However, the formats used by the Regional Civil Service Agency (BKD) and the State Civil Service Agency (BKN) were different. The Merdeka Mengajar Platform (PMM) is an integrated performance management platform recently established by the Ministry. The purpose of this step is to simplify and increase accessibility for administrators and instructors. Technical Instructions for Managing Teacher and Principal Performance through the Merdeka Mengajar Platform (PMM) have been stipulated as Regulation of the Director General of Teachers and Education Personnel Number 0559/B.B1/GT.02.00/2024, which formalizes Performance Management (Yoseptry et al., 2024)

To help school administrators and educators implement the Merdeka curriculum, the government has created the Merdeka Mengajar (PMM) Platform. Every Indonesian educator, regardless of their location or schedule, has access to the Merdeka Mengajar portal, allowing them to continue learning and developing professionally (Arnes et al., 2023). (Technology et al., 2025)

SMP Negeri 20 Lebong is located in Pinang Belapis District, Lebong Regency, Bengkulu Province, at the border of Lebong Regency and Jambi Province, with 12 teachers. Based on observations, some teachers have not used the education report card as a reference when compiling their teacher's Work Result Plan (RHK). The Teacher Work Result Plan (RHK) is a planning document that contains targets, indicators, and work steps of a teacher within a certain period of time (usually one school year), which is compiled based on the main tasks and functions of the teacher, as well as the results of data analysis, such as the Education Report Card, learning evaluation results, or school needs. In line with the study's results (Rubihlerlan, Pristi, Nursanti, Handayani, & Muchtar, 2024), the government's policy on education report cards for developing school programs aligns with an education philosophy oriented towards the optimal development of student potential. Education report cards can be used to provide accurate and comprehensive information on student development, monitor the education process, and conduct education evaluations. Information from education report cards can be used by schools to make improvements and adjustments to the education process and programs, enabling teachers and students to achieve educational goals more effectively.

The In-House Training (IHT) activity that focuses on the use of the Education Report Card is designed as a form of community service, with the main objective of improving teacher competence in compiling a contextual, data-based RHK, and is oriented towards improving the quality of learning. This activity, held at SMP Negeri 20 Lebong, Pinang Belapis District, Lebong Regency, targets teachers at the school. Through this activity, teachers are directed to understand the structure and indicators in the Education Report Card, analyze achievement and challenge data, and compile RHK that is relevant to school conditions and student needs.

This study aims to examine how implementing IHT can improve teachers' competence in using the Education Report as the primary data source for planning and compiling RHK. With a practice-based approach, reflection, and discussion, it is hoped that this activity will encourage teachers to shift their planning from administrative to strategic, with real impact on the quality of learning.

## METHODS

The In-House Training (IHT) activity, as a source of planning data and the preparation of the Work Result Plan (RHK) for teachers, was held on August 27, 2024, at SMP Negeri 20 Lebong, Pinang Belapis District, Lebong Regency. The total number of participants in the activity was 12 teachers from SMP Negeri 20 Lebong. Adult learning theory, often known as andragogical learning or the principle of adult development (POD), serves as the basis for IHT. When people actively participate in the learning process,



the process tends to run more smoothly (Indri Hapsari, Ni'maturrohmah, and Ferayanti 2023).(Tuhuteru et al., 2021)

The activity implementation method includes the following stages:

1. Preparation Stage

The preparation stage includes coordinating with the principal of SMP Negeri 20 Lebong, preparing In-House Training (IHT) activity materials, appointing resource persons/facilitators, and providing evaluation tools for the activity. In-house training (IHT) activity materials are prepared in accordance with the official guidelines for the use of Education Reports and the preparation of data-based RHK.

2. Implementation of In-House Training (IHT)

In-house training (IHT) activities are conducted for one full day in a face-to-face format. In-House Training (IHT) is divided into several main sessions, namely:

▪ Session 1: Opening

The In-House Training (IHT) activity begins with welcoming remarks and briefings.

▪ Session 2: Introduction to Educational Report Cards

Participants are introduced to the Education Report Card, its function, and its structure as a diagnostic tool for planning improvements in the quality of education.

▪ Session 3: Analysis of Education Report Card Data

Teachers are invited to access and read the Education Report data for each educational unit, identify key achievements and challenges, and determine improvement priorities.

▪ Session 4: Preparation of Work Result Plan (RHK)

Participants are trained to prepare teacher RHK based on the results of the Education Report analysis, using the SMART approach (Specific, Measurable, Achievable, Relevant, Time-bound).

3. Activity Evaluation

The evaluation was conducted to assess the activity's effectiveness and the initial impact on participants' understanding. The evaluation included a short Q&A session with representatives of SMP Negeri 20 Lebong and the teacher participants to gather qualitative feedback. In addition, the results of the RHK compiled by the participants also became evaluation material to assess the achievement of the In-House Training (IHT) objectives.

4. Documentation and Reporting

The entire series of activities is documented in photos, videos, and resource person notes. The final report is prepared as evidence of the activity's implementation and as a reference for future similar training.

## RESULTS AND DISCUSSION

The In-House Training (IHT) activity held at SMP Negeri 20 Lebong involved 12 teachers, for a total of 12 participants. This activity was divided into four sessions, systematically designed to build teachers' understanding and skills in using the Education Report as the primary source for compiling the teacher's Work Result Plan (RHK). The following are the results and discussions of each session:

### Session 1: Opening

The In House Training (IHT) activity began with a welcoming speech by Mr. Fices Handoyo, S.Pd as the deputy principal of SMP Negeri 20 Lebong, conveying that the teacher participants of SMP Negeri 20 Lebong can follow the In House Training (IHT) activity as well as possible in order to gain knowledge and understanding regarding the use of the Education Report as the main source in compiling the Teacher Work Result Plan (RHK). The delivery of the welcoming speech is shown in Figure 1.



**Figure 1.** Greetings and Direction from the Deputy Principal of SMP Negeri 20 Lebong

### Session 2: Introduction to Educational Report Cards

In this session, participants received an explanation of the Education Report Card, its function, and the urgency of using it in the education planning process. The resource person said that the Education Report Card is a data-based diagnostic tool provided by the Ministry of Education, Culture, Research, and Technology to map the achievements and challenges of educational units across indicators such as learning outcomes, character, school climate, and teacher competency. Documentation of the delivery of the introductory material for the Education Report Card, along with an explanation of its function and urgency, is shown in Figure 2.



**Figure 2.** Delivery of Introductory Material for Educational Reports and Explaining the Function and Urgency of Using Educational Reports

The results of this session showed that most teachers were previously not familiar with the strategic function of the Education Report. Through the presentation and discussion, participants began to understand that the Education Report is not just a reporting document but also a basis for planning that can lead to systemic improvements in learning quality.

This aligns with the findings (Rubierlan et al., 2024) that the government's policy on educational report cards for developing school programs aligns with an education philosophy oriented towards the optimal development of student potential. Educational report cards can provide accurate and comprehensive

information on student development, monitor the educational process, and support educational evaluations. Schools can use information from educational report cards to make improvements and adjustments to the educational process and programs, enabling students to achieve educational goals effectively. Research results (Sulistyo, Widjaja, Josua, & Education, 2024) show that one of the junior high schools in Depok City has been using Education Report data since 2023 and feels that the data displayed in the Education Report 2.0 update is easier to read. Education Report data helps schools identify educational problems as a basis for evaluating the education system.

### Session 3: Analysis of Education Report Card Data

In this session, participants are directed to access the school's Education Report through the official platform and study the indicators displayed. With the guidance of the resource person, participants conduct a simple analysis of achievement data and challenges across several key areas, including literacy and numeracy learning outcomes, the educational unit's climate, and parental involvement.

Participants were asked to identify priority issues indicated by low scores or indicators on the Education Report. In practice, teachers identified areas that needed immediate intervention, such as low reading literacy or high student absenteeism. These results indicate that teachers' ability to read and understand data has increased significantly, as evidenced by their ability to compile a list of priority issues relevant to the school context. These findings reinforce studies by Fitrian & Hidayat (2024) that SWOT Analysis can provide a comprehensive picture of the condition of the Education Report on literacy, enabling the development of the right strategy to improve literacy quality. Documentation for accessing the Education Report is shown in Figure 3.



**Figure 3. Accessing Education Reports**

### Session 4: Preparation of Work Result Plan (RHK)

This session is the core of the In-House Training (IHT) activity, in which participants prepare a Work Result Plan (RHK) based on previously analyzed data. The resource person introduced the SMART approach (Specific, Measurable, Achievable, Relevant, Time-bound) for preparing RHK, ensuring the work plan is truly focused and measurable.

The results of this session showed that participants were able to compile a more contextual and measurable RHK. Several teachers compiled RHKs focused on improving reading literacy through a weekly reading corner program or on increasing student attendance through a proactive communication approach to parents. The RHK produced has shown a direct link between the Education Report Card data and the prepared intervention plan. This is in line with the findings (Wahyuni et al., 2024) The results of this PKM activity are: (1) teachers gain knowledge related to how to compile real actions that are in accordance with the conditions of teacher learning at school; and (2) teachers can compile two real action topics that are agreed upon in the Work Results Plan (RHK) that has been determined jointly. This finding strengthens the study by Fitrian & Hidayat (2024) that SWOT Analysis can provide a comprehensive picture of the condition of the Education Report on literacy, so it can be used to develop the right strategy to improve literacy quality. Documentation of the preparation of the Work Result Plan (RHK) based on data is shown in Figure 4.



**Figure 4. Preparation of Data-Based Work Result Plan (RHK)**

Further discussion revealed that the In-House Training (IHT) activity increased teachers' awareness of the importance of data in decision-making and planning. In addition, this activity encouraged collaboration among teachers, as evidenced by active discussions and the sharing of RHK preparation strategies. Participant reflections showed appreciation for the practical approach used in the In-House Training (IHT) activity, as it provided them with space to apply the knowledge gained in a real work context directly.

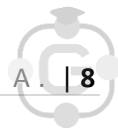
### **Activity Evaluation**

The evaluation of the activity showed that most teachers had understood the structure and content of the Education Report, and were able to identify indicators that were priority development for educational units. The participants were also able to draft the RHK based on the results of the analysis of education quality data. The enthusiasm and involvement of teachers were high, reflected in their active participation in the discussion.

Overall, this IHT has succeeded in increasing teachers' awareness and capacity regarding the importance of data-based planning, as well as providing a strong foundation for the development of RHK to improve the quality of learning at SMP Negeri 20 Lebong. This is in line with the findings (On, Merdeka, & Sdn, 2024) that, through training in the Teacher Work Result Plan (RHK), teachers are allowed to develop the pedagogical skills needed to achieve the desired learning objectives, thereby improving teacher competence. Documentation of participants' evaluations/reflections on In-House Training (IHT) activities is shown in Figure 5.



**Figure 5. Participant Reflections on In-House Training (IHT) Activities**



## CONCLUSION

The In-House Training (IHT) activity conducted at SMP Negeri 20 Lebong has proven effective in improving teachers' understanding and competence in using the Education Report as the primary data source for planning and compiling the Teacher Work Result Plan (RHK). Through four main sessions of introducing the Education Report, data analysis, and compiling the RHK, the participating teachers of the In-House Training (IHT) showed an increase in their ability to read educational achievement indicators, identify priority problems, and compile a more contextual, measurable, and real-needs-based RHK for teachers in the education unit.

This In-House Training (IHT) has also raised awareness of the importance of a reflective, collaborative culture among teachers in planning steps to improve the quality of learning. With a data-based approach and direct practice, this IHT has become a relevant and applicable training model for implementation in other educational units.

Therefore, similar activities need to continue to be developed and implemented sustainably, with policy support and assistance from various parties, so that teachers are increasingly able to fulfill their strategic role as agents of change in transforming education into higher-quality, more equitable, and more sustainable education.

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Hopefully, this activity will provide real benefits in improving teacher competence and make a positive contribution to efforts to realize quality, data-based education.

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