The Role of the School Principal's Collaborative Leadership in Designing School Programs Based on the Educational Report Card

Prajawan
Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Indonesia
Email: prajawankosongtujuh@gmail.com

Abstract

The increasing demand for data-driven decision-making in education requires school leaders to utilize reliable evidence in developing relevant and responsive school programs. In Indonesia, the Education Report Card was developed as a national platform to assess the quality of education. However, its use at the education unit level is not fully optimal because it is still often treated as an administrative reporting instrument, not as a basis for strategic planning. This study aims to examine the role of collaborative leadership of school principals in utilizing the Education Report Card to prepare school programs based on identified educational needs. This study uses the Systematic Literature Review (SLR) method by systematically reviewing scientific articles that have been published and indexed in reputable academic databases. Through the planning, implementation, and reporting stages, as many as 15 articles that meet the inclusion criteria were selected and analyzed using thematic analysis. The results show that collaborative leadership supports the effective use of Education Report data through constructive communication, inclusive participation of teachers and education staff, and the sharing of responsibilities that foster a sense of collective belonging. These leadership practices facilitate the Identification, Reflection, and Improvement (IRB) cycle and support the preparation of more relevant school work plans. However, the effectiveness of data-driven planning is also influenced by educators' data literacy and the availability of supporting infrastructure. This study concludes that collaborative leadership can strengthen the strategic use of Education Report cards as an evidence-based foundation for sustainable school quality improvement.

Keywords: collaborative leadership, education report card, data-driven planning, principal, school quality

Introduction

Background and Literature Review

Education today faces very complex and dynamic challenges, which directly demand the continuous adaptation of every element within the school organization. Given the high urgency to always change according to the demands of the times, traditional leadership models that are centralistic and focus only on the figure of a single principal are proving to be no longer effective (Schlebusch, 2020). As a form of organizational response, collaborative leadership has emerged as a crucial and fundamental managerial approach for school principals to address the complexity of existing problems. Theoretically, collaborative leadership focuses on member

empowerment, power sharing, and the active involvement of all stakeholders including teachers, staff, and the community in the joint decision-making process (Aulia Fitri, 2022).

Various previous studies have proven that participatory and collaborative leadership has a significant positive impact on improving teacher performance, learning innovation, and organizational cohesion (Saputra, 2026). Another study on the use of Education Report cards also shows that school principals who are able to analyze the platform can formulate programs in a targeted manner, such as focusing on improving students' literacy and numeracy competencies (Syamsuddin & Harianto, 2023). The active involvement of teachers in the process of identifying, reflecting, and improving the Education Report Card has also been proven to facilitate the development of follow-up programs that are in favor of student needs (Utilization of Education Report Cards, 2024).

At the same time, in an effort to accelerate the transformation of the education system, the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) of the Republic of Indonesia has launched the Education Report Platform as part of the manifestation of the Independent Learning policy (Musakirawati, 2023). The Education Report presents comprehensive data on the results of education system evaluations, sourced from the National Assessment and other databases, to reflect on the achievements of priority indicators such as literacy, numeracy, character, and the school security climate. The existence of this data is designed as the main foundation for schools to carry out Data-Based Planning (PBD) systematically through the Identification, Reflection, and Improvement (IRB) stage.

Although the Education Report Card offers great potential for evaluation instruments, its implementation in the field still faces serious obstacles. Various studies have found that the use of this data is not optimal in most educational institutions. The majority of schools are still trapped in the preparation of action plans that are conventional and not based on actual data analysis. Specifically, Sumarni's research (2023) found that the majority of school principals still have difficulty translating and analyzing the results of the Education Report Card to be poured into the Annual Work Plan (RKT) and school strategic programs.

This condition raises a research *gap* that is urgent to be filled. The current literature generally only examines the effectiveness of collaborative leadership separately (Saputra, 2026), or is limited to descriptions of administrative procedures from the use of Education Report Cards (Syamsuddin & Harianto, 2023; Musakirawati et al, 2023). Until now, there is still very little literature that integrates with investigating how the collective managerial approach of a school principal functions strategically in utilizing national data platforms to produce school program formulations.

Problem Formulation

The absence of in-depth analysis of the available Education Report data can result in the potential for school quality improvement not to be carried out optimally, resulting in inaccurate policymaking and loss of direction. Responding to this scientific urgency, the main focus of this research is on identifying collaborative leadership patterns of school principals who are dynamically able to respond to school needs through the use of educational report cards. The analysis will be sharply directed at how such collaboration is realized in the design of effective school programs, as indicated by the metrics and data in the education report cards. Without a comprehensive study in this regard, the Education Report risks becoming a mere administrative document without the significance of real changes to the school ecosystem.

Purpose

Departing from the above problems, this study specifically aims to identify collaborative leadership patterns that are able to respond dynamically to school needs through the use of educational report cards.

Methods

Research Design

This research was carried out using the *Systematic Literature Review* (SLR) design. This systematic literature review approach is used to collect, overview, summarize, evaluate, and integrate content with research findings that have been previously conducted. Through the SLR design, relevant scientific literature is critically analyzed to gain an in-depth conceptual understanding and empirical findings regarding collaborative leadership practices and data-based management in the school environment.

Research Subject

Considering that the approach used is a literature study, the subjects in this study are not human participants, but in the form of scientific articles or journals. The subject criteria set are scientific articles that have been published and indexed in reputable academic databases.

Research Procedure

The research procedure in the *Systematic Literature Review* is strictly implemented through three main steps, namely the *planning stage*, the *conducting stage*, and the *reporting stage* (Triandini, 2019).

***Planning Stage*:**

At this stage, a review protocol is established, starting with formulating the main topic and determining the literature search keywords relevant to the focus of the study. The keywords used in the search include: ("Collaborative Leadership" OR "Distributed Leadership" OR "Participatory Leadership") AND ("Education Report Card" OR "Data-Based Planning" OR "PBD") and ("School Principal" OR "School Management").

***Conducting Stage*:**

This stage includes a search process, where literature is collected, read, and evaluated. This process is in line with the literature selection guidelines which include the identification stage, initial screening based on titles and abstracts, thorough eligibility, and the determination of literature that meets the inclusion criteria for further analysis. These criteria are used at the screening and feasibility test stages to ensure that the selected articles are truly focused and valid according to the topic limits. The criteria are detailed as follows:

Year of Publication, Articles were published within the last 5 to 7 years to ensure the novelty of the context of the Education Report policy.

Topic Relevance, The article should specifically discuss the wedges or relationships between the principal's collaborative leadership and the use of Education Report Cards or Data-Based Planning (PBD) for school program design.

Type and Quality of Source, Articles in the form of peer-reviewed scientific journals (nationally accredited SINTA or internationally reputable) that have clear research methods (qualitative, quantitative, or SLR).

Availability of Text, The article is available in full text format or a legitimate online link.

Language, Articles are written and published in Indonesian or English.

Reporting Stage:

In the final stage, the results of the synthesis and analysis of the literature found are written down and extracted into a systematic and structured review.

Data Collection Techniques

Data collection in this study was carried out by reviewing articles that specifically discussed the role of collaborative leadership of school principals and the use of education report cards in the preparation of school programs. Literature review was carried out by searching relevant secondary articles from Google Scholar, Garuda, and Sinta. The articles that have been collected are then selected, analyzed, and summarized systematically to obtain in-depth and structured information related to this research topic. The data collected are entirely the results of previous research, both in the form of scientific journals and other publications.

Data Analysis Techniques

The data that has been collected is then analyzed using an SLR scheme. Each selected article is analyzed using thematic analysis techniques, which is a process carried out to identify and synthesize recurring and significant key findings in the context of the research being studied. In addition, content *analysis techniques* are also applied to scientifically examine the content of the message from the qualitative data obtained. Through the stages of data reduction, data presentation, and verification, information from the various literature is comprehensively synthesized before a valid general conclusion is drawn.

Results

Planning and Literature Search Stage

In the planning stage, the literature search was focused on scientific articles that explored the relationship between the collaborative leadership of school principals and the use of Education Report cards in data-based school planning. Based on the initial search protocol in various academic databases, as many as 30 articles were found relevant to the search keywords.

Of the total 30 articles, an initial screening stage was carried out based on the relevance of the title and abstract, which resulted in a shrinking of the number of literature to 20 articles. Furthermore, a thorough feasibility test was carried out on the full-text of the 20 articles. A total of five articles were eliminated because they did not meet the inclusion criteria, such as a focus that deviated too much towards general managerial without a specific link with the Education Report Card or Data-Based Planning (PBD) platform. In the final stage of screening, there were 15 articles that were considered to meet all eligibility criteria for further in-depth analysis.

Implementation Stage: Analysis of Selected Literature

Given that the data analysis uses thematic analysis techniques from the SLR scheme, this section presents a summary of the objective findings of the 15 articles that have been synthesized. Based on the content analysis of the 15 selected articles, the main findings are categorized into three study focuses, namely the implementation of collaborative leadership, its role in the preparation of school programs, and the use of Education Report cards. To provide a comprehensive overview, a summary of the results of the literature review of key articles is presented in Table 1.

Table 1. Results of the Literature Review on Selected Articles

No	Title	Journal	Research Objectives	Research Methods	Results
1	Collaborative and Participatory Leadership of Principals in Improving Teacher Performance at SDN Gambut 4	Varied Knowledge Journal	Analyze the implementation of collaborative and participatory leadership of school principals and their impact on teacher performance.	Descriptive qualitative approach with case study design. Data collection using interviews, observations, and documentation.	Collaborative leadership is implemented through the cooperation of teachers in planning, implementing, and evaluating learning. There is a positive impact on teacher performance which is characterized by improving the quality of planning, discipline, and responsibility.
2	Implementing Data-Driven Management for More Effective Decision-Making: In Perspective	Management Studies and Entrepreneurs hip Journal	Explores perspectives on how technological change and globalization affect organizational strategies and the role of data-driven management in decision-making.	A qualitative approach through literature *review* from national and international journals.	Data-driven management enables organizations to make more informative, accurate, and strategic decisions, although there are still challenges in data and HR integration.
3	Data-based decision making for education planning: strategies for principal success	Jurnal Konseling dan Pendidikan	Explore principals' decision-making patterns and formulate strategic steps in data-driven planning.	Qualitative approach with interviews, observations, and document studies.	Planning in schools is still dominated by administrative interests. Data has not been optimally utilized to improve the learning process.
4	Principal's Collaborative Leadership Model in Improving Students' Reading Literacy at SD YPK III Pniel Serui	Journal of Innovative and Creativity	Analyze the principal's collaborative leadership model in improving students' reading literacy.	Qualitative approach with case study design. Data is collected through interviews, observations, and document checks.	Collaborative leadership is implemented by involving teachers in the planning of literacy programs, which leads to an improvement of reading literacy culture in schools.
5	School Strategic Planning	AL-MARSUS: Jurnal Manajemen Pendidikan Islam	Explain the strategic planning of the school with the literature method.	Qualitative research with *library research* method	School strategic planning plays an important role in achieving the vision and mission, where the School Work Plan (RKS) is used to optimize resources in achieving goals.
6	Analysis of Education Report Cards as a Basis for the Preparation of Data-Based Programs	Khazanah Intelektual	Describe the principal's understanding in reading educational report cards and analyzing educational report cards in the	Qualitative descriptive research using data reduction method.	The analysis of educational report cards is the main basis for stakeholders to develop programs, where the identification, reflection, and

			preparation of data-based programs.		improvement (IRB) flow is used.
7	Systematic Literature Review Method for Identification of Information System Development Platforms and Methods in Indonesia	Indonesian Journal of Information Systems (IJIS)	Identify information system development platforms and methods using the SLR method.	*Systematic Literature Review* (SLR).	The study describes the literature selection process which includes *the search process*, *inclusion and exclusion criteria*, *quality assessment*, and *data collection*.
8	Principal Collaborative Leadership Model at Arisa Private Elementary School Medan Deli	ALFIHRIS	Outline a collaborative leadership model in the school environment.	Literature *review analysis*.	Menjelaskan tahapan pembentukan tim dalam kepemimpinan kolaboratif, mulai dari pembentukan (*forming*) hingga pembubaran.
9	Implementation of the Driving School Program at East Lombok State High School	Journal of Classroom Action Research	Reviewing the process of preparing school program management plans and strategies.	Qualitative approach with interactive data analysis (data reduction, data presentation, and conclusion drawn).	Describe the planning process at the elementary school level and the importance of collaboration between stakeholders.
10	Primary and Secondary Education Planning	Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran	Reviewing the process of preparing school program management plans and strategies.	Qualitative approach with interactive data analysis (data reduction, data presentation, and conclusion drawn).	Describe the planning process at the elementary school level and the importance of collaboration between stakeholders.
11	The Conception of Quality Management in Education	LEARNING : Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran	Analyze the role of stakeholder collaboration in supporting the implementation of solutions in the field of education.	Literature review and qualitative analysis.	Collaboration with the education office, school committees, and the community is indispensable for funding, training, and other resources to make educational programs successful.
12	Principal's Collaborative Leadership	Equilibrium: Jurnal Pendidikan	Provide an overview, summary, and evaluation related to collaborative leadership.	Literature *review*.	Collaborative leadership is characterized by shared vision and values, shared responsibility, effective communication, and synergy.
13	The Utilization of the Indonesian Education Report Platform for Data-Based Planning	JDMP (Jurnal Dinamika Manajemen Pendidikan)	Examining the use of Education Report cards in data-based planning.	Qualitative analysis.	Highlighting the importance of the Education Report platform in formulating data-based school planning objectively.
14	The Utilization of Education Report	Jurnal Visionary	Examining the impact of the use of	Qualitative research using	The use of Education Report cards with the

	Cards for Program Development at SDN Puncak 2		Education Report cards on the development of school programs at SDN Puncak 2.	*convenience sampling* techniques, using observation, interviews, and documentation.	IRB (Identification, Reflection, Benahi) flow helps schools in developing follow-up programs that are in favor of students.
15	Analysis of Principal Leadership in Elementary School	Jurnal Basicedu	Know the implementation of the principal's situational leadership style	Descriptive qualitative method.	An effective leadership style, including situational leadership, is essential to sustaining and developing school-based management.

Table 1 summarizes 15 articles that explicitly discuss the intersection between collaborative leadership and the use of educational data.

Reporting Stage: Thematic Analysis Findings

The initial hypothesis of this study assumes that the Education Report Card is a valid instrument for the identification of school needs and that the existing literature is quite adequate regarding the relationship between collaborative leadership and program development.

Based on a synthesis of data from 15 articles, it was found that collaborative leadership practices are consistently implemented through several key indicators: the creation of dialogical communication spaces, proportional delegation of authority, and the active involvement of staff and teachers in technical and strategic decision-making (Tuwo, 2023; Saputra et al., 2026; Daulay, 2023). In the context of school program development, literature data predominantly reported that principals who adopted this leadership model were less likely to do *top-down* planning. Instead, they facilitated deliberative forums with teachers and school committees to dissect the metric data (such as literacy, numeracy, and security climate) listed in the Education Report Card (Rubiherlan et al., 2024; Aulia Fitri et al., 2026).

Furthermore, a literature review shows that the integration between collaborative leadership styles and the use of the Education Report platform leads to the implementation of Data-Based Planning (PBD). This PBD procedure is uniformly carried out in various studies through a structured mechanism known as Identification, Reflection, and Improvement (IRB) (Sugiarto et al., 2025; Syamsuddin & Harianto, 2023). Data from various articles indicate that schools whose principals apply a participatory leadership style that openly dissects the Education Report with the team are able to translate the root of the problem more accurately into targeted Annual Work Plans (RKT) and School Activity Plans and Budgets (RKAS) (Nurdiansari & Utomo, 2024; Musakirawati et al., 2023).

Discussion

The main objective of this systematic literature review is to identify and analyze the collaborative leadership patterns of principals as well as their role in utilizing the Education Report platform to design responsive and data-driven school programs. The findings from the synthesis of 15 articles that meet the inclusion criteria consistently support the main hypothesis of this study: collaborative leadership is a crucial catalyst that enables the transformation of the Education Report from a mere administrative instrument to a strategic foundation in Data-Based

Planning (PBD). Specifically, collaborative leadership that is realized through dialogical communication, active involvement of staff, and the division of tasks or authority (Aulia Fitri et al., 2026; Tuwo, 2023), has been shown to facilitate the optimization of the Identification, Reflection, and Improvement (IRB) cycle in school program design (Sugiarto et al., 2025; Syamsuddin & Harianto, 2023).

The results of this literature review are in line with contemporary education management theories that emphasize the paradigm shift of leadership from a single authoritative (*top-down*) model to a collective collaborative model. As stated by Harris and Spillane (2008), distributed *leadership* allows for complex problem-solving through the utilization of organizational collective intelligence (Aulia Fitri et al., 2026). In the context of Education Report Cards, the complexity of metric data such as literacy, numeracy, and the security climate demands analytical capacities that often exceed the individual capabilities of a school principal. The literature consistently shows that principals who apply a collaborative leadership style are able to create deliberative forums such as teacher council meetings and school committee discussions to translate data into concrete strategies (Rubiherlan et al., 2024). This practice prevents the phenomenon of "analysis paralysis" and minimizes one-sided decision-making bias, while strengthening the commitment (*buy-in*) of teachers to the resulting Annual Work Plan (RKT).

Although this literature review provides strong confirmation of the synergistic benefits between collaborative leadership and data-driven management, the data synthesis also identifies a number of operational challenges in its implementation. Some studies report variations in success rates that depend on the readiness of supporting infrastructure, the level of data literacy of educators, and the consistency of the implementation of IRB procedures (Nurdiansari & Utomo, 2024; Musakirawati et al., 2023). When collaborative culture is only artificial or staff data literacy is inadequate, the use of Education Report cards tends to revert to a procedural activity of administrative fulfillment (Turnip, 2024). This explains why some literature notes deviations from expected outcomes, where school planning does not fully reflect factual needs even though evaluation platforms are available nationally.

In interpreting the results of this systematic review, several methodological limitations need to be acknowledged. First, reliance on secondary literature (*accessed sample*) carries the risk of publication bias, where studies with significant positive results are more likely to be published than studies that report implementation failures. Second, the heterogeneity of the quality and depth of the primary articles reviewed (e.g., differences between qualitative case studies and quantitative surveys) limits the precision of empirically measuring "*effect sizes*". This review is more thematic and descriptive, so proving definitive *causal pathways* between leadership interventions and improving RKT precision still requires direct field proof.

Therefore, *future directions* are strongly recommended to move from secondary review to primary empirical research. Longitudinal studies that measure the impact of the implementation of collaborative PBD on student learning outcomes in a concrete way over several academic years will make a significant contribution. In addition, an in-depth qualitative exploration of the specific mechanisms of how principals address staff resistance and data literacy deficits in IRB forums would be invaluable.

Conceptually and practically, these findings have profound implications for the education ecosystem. The use of Education Report Cards should not be reduced to just a technical matter of data processing (*data crunching*); instead, it is a social and managerial process that demands

high-level leadership orchestration. Improving the quality of education nationally will not be achieved only by providing a sophisticated data platform, but requires a systemic collaborative leadership transformation at the education unit level, which is able to transform the abstraction of numbers into a strategic plan that favors the progress of student learning.

Conclusion

Based on the results of the Systematic Literature Review (SLR) that has summarized, evaluated, and integrated various findings from previous studies, this study expressly verifies the initial hypothesis proposed. Collaborative leadership of school principals has proven to be a crucial and fundamental variable that allows the Education Report Card to be utilized optimally in designing effective school programs. *Data-driven decision-making* in educational institutions cannot run optimally if it relies only on intuition or a single authoritative approach. Instead, this process demands a participatory leadership ecosystem, where principals share power, build open communication, and involve all stakeholders in translating national evaluation data into strategic policies.

Literature findings consistently confirm that principals who apply a collaborative leadership style are able to facilitate the cycle of Identification, Reflection, and Improvement (IRB) collectively to prepare School Work Plans (RKS). However, data synthesis also reveals contradictory findings and constraints in the field in some cases. In educational units with low levels of educator data literacy and a lack of a culture of collaboration, Education Reports often experience a reduction in function, which is only considered as the fulfillment of administrative obligations and accountability, without optimal utilization for learning improvement. This gap indicates that the availability of sophisticated data will not have an impact without managerial leadership intervention that is able to overcome infrastructure barriers and human resource (HR) capacity.

Theoretically, this study contributes to expanding the discourse of education management by integrating the concept of collaborative leadership into the framework of Data-Based Planning (PBD). In terms of practical and pedagogical implications, this study provides a policy direction that improvements in priority indicators (such as literacy, numeracy, character, and security climate) must be formulated through the active involvement of teachers. The main innovation of this approach is the shift in the role of teachers, from mere implementers of instruction to data analysts who collaboratively design pedagogical interventions based on empirical evidence in the classroom. This will ultimately create an adaptive learning environment centered on meeting the needs of students in real terms.

Although this systematic review provides a comprehensive understanding, there are limitations and limitations of the research project that need to be acknowledged. Because this methodology relies entirely on the extraction of secondary data from the published literature, this study has not been able to directly capture the dynamics of the field, confrontations between individuals, or the real internal political constraints that occur when the Education Report is dissected in schools. In addition, the methodological variation of the primary article studied makes this study focus more on thematic synthesis than on measuring the effects of causality statistically.

Therefore, as a direction for future *research*, it is highly recommended that there be a large-scale follow-up empirical study such as in-depth case study research or *mixed-methods*

design that directly observes the decision-making process in schools and measures its impact on student learning outcomes longitudinally.

As a fundamental final note, this study emphasizes that the Education Report Card is not just a showcase of statistical numbers. Without proactive collaborative leadership in reviving dialogue and joint problem-solving, the pile of educational evaluation data will lose its essence. It is collaborative leadership that acts as a driving machine, transforming data abstraction into a concrete, directed, and supportive school program that promotes sustainable improvement in the quality of education.

References

Adadika, S., Lumbantobing, H., & Irianto, P. (2026). Model kepemimpinan kolaboratif kepala sekolah dalam meningkatkan literasi membaca siswa di SD YPK III Pniel Serui. *Journal of Innovative and Creativity*, *6*(2), 27444–27456.

Alonzo, D., Quimno, V., Townend, G., & Oo, C. Z. (2024). Using information and communication technology (ICT)-based data systems to support teacher data-driven decision-making: Insights from the literature (2013–2023). *Educational Assessment, Evaluation and Accountability*, *36*(4), 433–451. http://dx.doi.org/10.1007/s11092-024-09405-y

Amin Al Adib, & Zaenab, U. H. (2023). Evaluasi program pembelajaran sebagai upaya peningkatan nilai rapor pendidikan tahun 2022 di SMPN 4 Kebumen. *Jurnal Psikologi Universitas Proklamasi 45*, *19*(2), 57–62.

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, *18*(4), 543–571. http://dx.doi.org/10.1093/jopart/mum032

Ansya, Y. A. (2023). Upaya meningkatkan minat dan prestasi belajar siswa kelas IV sekolah dasar pada pembelajaran IPA menggunakan strategi PjBL. *Jurnal Ilmu Manajemen Dan Pendidikan (JIMPIAN)*, *3*(1), 43–52. http://dx.doi.org/10.30872/jimpian.v3i1.2225

Ansya, Y. A., Alfianita, A., Syahkira, H. P., & Syahrial, S. (2024). Peran evaluasi pembelajaran pada mata pelajaran matematika kelas V sekolah dasar. *Indiktika: Jurnal Inovasi Pendidikan Matematika*, *6*(2), 173–184. http://dx.doi.org/10.31851/indiktika.v6i2.15030

Ansya, Y. A., & Mailani, E. (2024). Peningkatan kemampuan literasi numerasi siswa sekolah dasar melalui program Kampus Mengajar 7. *FONDATIA*, *8*(4), 772–789. http://dx.doi.org/10.36088/fondatia.v8i4.5456

Athanatou, M., Prendes Espinosa, M. P., & Gutierrez Porlan, I. (2023). Data-driven decision making as a model to improve in primary education. *Journal of Education and e-Learning Research*, *10*(1), 36–42.

Bresciani, M. J. (2010). Data-driven planning: Using assessment in strategic planning. *New Directions for Student Services*, *2010*(132), 39–50. http://dx.doi.org/10.1002/ss.374

Burgaz, B., & Turan, S. (2015). The features of schools which conducted a Comenius project and evaluation of features in terms of collaborative leadership characteristics. *Procedia - Social and Behavioral Sciences*, *174*, 338–346. http://dx.doi.org/10.1016/j.sbspro.2015.01.670

Candra, M. A. A., & Wulandari, I. A. (2021). Sistem informasi berprestasi berbasis web pada SMP Negeri 7 Kota Metro. *Jurnal Mahasiswa Ilmu Komputer (JMIK)*, *16*(4), 327–332. http://dx.doi.org/10.22141/2224-0721.16.4.2020.208486

Carlson, D., Borman, G. D., & Robinson, M. (2011). A multistate district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. *Educational Evaluation and Policy Analysis*, *33*(3), 378–398. http://dx.doi.org/10.3102/0162373711412765

Eunike Johanes, V., Suroyo, & Ketut Budiastra, A. (2022). Analisis hubungan gaya kepemimpinan kepala sekolah dan literasi digital dengan kinerja guru sekolah dasar. *Jurnal Basicedu*, *6*(2), 2247–2255.

Foeh, Y., Para, N. D., & Lomi, B. U. (2024). Studi kelayakan implementasi Program Sekolah Penggerak di SMA Negeri 1 Soe tahun 2023. *Indigenous Biologi: Jurnal Pendidikan Dan Sains Biologi*, *7*(3), 72–78.

Ghodoosi, B., Torrisi-Steele, G., West, T., & Li, Q. (2023). An exploration of the definition of data literacy in the academic and public domains. *International Journal of Adult Education and Technology*, *14*(1), 1–16. http://dx.doi.org/10.4018/ijaet.325218

Haki, U., & Prahastiwi, E. D. (2024). Strategi pengumpulan dan analisis data dalam penelitian kualitatif pendidikan. *Jurnal Inovasi Dan Teknologi Pendidikan*, *3*(1), 1–19.

Hebbecker, K., Förster, N., Forthmann, B., & Souvignier, E. (2022). Data-based decision-making in schools: Examining the process and effects of teacher support. *Journal of Educational Psychology*, *114*(7), 1695.

Hidayah, D., & Hasanah, E. (2024). Optimalisasi pelaksanaan layanan perpustakaan untuk meningkatkan literasi siswa. *Academy of Education Journal*, *15*(2), 1504–1514.

Hitt, D. H., & Tucker, P. D. (2016). Systematic review of key leader practices found to influence student achievement: A unified framework. *Review of Educational Research*, *86*(2), 531–569. http://dx.doi.org/10.3102/0034654315614911

Huda, M. N. (2019). Membentuk sekolah yang efektif. *Ta'dibi: Jurnal Manajemen Pendidikan Islam*, *7*(2), 43–63.

Indriyani, D., Imron, A., & Deni Wijayatiningsih, T. (2022). Acceptance of interfaith values: A case study of Islamic religious education in non-Muslim students. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)*, *4*(1), 28–39. http://dx.doi.org/10.47006/ijierm.v4i1.146

Irawaty, I., Ningsih, A. S., Prabowo, M. S., Setyasto, N., Wardani, N. W., Munawaroha, E., & Lestari, E. (2023). Program Sekolah Penggerak dan peran Guru Penggerak berdasarkan Kurikulum Merdeka bagi guru Yayasan Asshodiqiyah Kota Semarang. *LOSARI: Jurnal Pengabdian Kepada Masyarakat*, *5*(1), 11–15.

Kemdikbudristek. (2022). *Buku saku rapor pendidikan Indonesia untuk satuan pendidikan*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Kiriana, I. N., & Widiasih, N. N. S. (2023). Implementasi Rapor Pendidikan dalam meningkatkan kualitas pendidikan nasional. *Widya Accarya: Jurnal Kajian Pendidikan FKIP Universitas Dwijendra*, *14*(2), 156–164. http://dx.doi.org/10.46650/wa.14.2.1462.156-164

Musakirawati, M., Jemmy, J., Anggriawan, F., Triansyah, F. A., & Tahir, A. (2023). Pemanfaatan platform Rapor Pendidikan Indonesia terhadap perencanaan berbasis data. *Jurnal Dinamika Manajemen Pendidikan*, *7*(2), 201–208. http://dx.doi.org/10.26740/jdmp.v7n2.p201-208

Nurcahyati, E., & Haryati, T. (2024). Peluang dan tantangan perencanaan berbasis data dengan memanfaatkan Rapor Pendidikan. *Jurnal Pendidikan: Kajian dan Implementasi*, *6*(2), 45-57.

Pangaribuan, F. S., & Salendu, A. (2022). Pengaruh kepemimpinan yang memberdayakan, komitmen afektif terhadap berbagi pengetahuan: Peran moderasi budaya kolaborasi. *Humanitas (Jurnal Psikologi)*, *6*(1), 123–134.

Purwanto, A., Tukiran, M., Asbari, M., Hyun, C. C., Santoso, P. B., & Wijayanti, L. M. (2020). Model kepemimpinan di lembaga pendidikan: A schematic literature review. *Journal of Engineering and Management Science Research (JIEMAR)*, *1*(2), 255–266.

Qowama, M., Nurma, M. C. B., Fadzli, M., Miskiyah, I. R., & Syamsudhoha, R. M. (2024). Mengatasi problematika profesionalisme kinerja guru oleh kepala madrasah ibtidaiyah melalui supervisi akademik. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *7*(2), 1669–1678. http://dx.doi.org/10.54371/jiip.v7i2.3473

Schildkamp, K., Ehren, M., & Lai, M. K. (2012). Editorial article for the special issue on data-based decision making around the world: From policy to practice to results. *School Effectiveness and School Improvement*, *23*(2), 123–131. http://dx.doi.org/10.1080/09243453.2011.652122

Sumarni, B. (2023). Berdasarkan rapor satuan pendidikan dalam menyusun rencana kerja tahunan dapat meningkatkan kompetensi kepala sekolah. *Academia: Jurnal Inovasi Riset Akademik*, *3*(1), 10–16. http://dx.doi.org/10.51878/academia.v3i1.2046

Syamsuddin, M. A., & Harianto, B. T. (2023). Analisis Rapor Pendidikan sebagai dasar penyusunan program berbasis data. *Khazanah Intelektual*, *7*(2), 1717–1732. http://dx.doi.org/10.37250/khazanah.v7i2.207

Syifa, S. N., Az-Zahra, A. M., & Rachman, I. F. (2024). Analisis infrastruktur teknologi, pelatihan pengajar dan tantangan dalam implementasi model pembelajaran literasi digital untuk mendukung SDGs 2030. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, *2*(2), 212–224.