

E-Report Application: The Role of Stakeholders in The Assessment System in Schools

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Abstract:

This study aims to find out about the role of school stakeholders in processing student grades using the e-report application. This study uses a descriptive method with a qualitative approach, namely observation by observing the website and using the website directly. Interviews were conducted with informants regarding the use of applications and documentation of reports issued from applications to school stakeholders who now participate in the use of e-reports. The data analysis technique was carried out using data reduction, data presentation, and concluding. The results show that the role of school stakeholders in the use of interconnected e-reports starts from the administrative field in data collection, teachers in data entry, curriculum fields in checking data, and BP teachers who enter student attendance to get to the parents. The existence of this E-report application shows the discipline and perseverance of the stakeholders in controlling IT. The processing of the scores on this e-report will also be copied into the student's master book, and later the results of this assessment will be submitted to the Surabaya City Education Office for nomination with other schools.

Keywords: *Stakeholders, Value Processing, Students, E-Report Applications*

Abstrak:

Penelitian ini bertujuan untuk mengetahui tentang peran stakeholder sekolah dalam pengolahan nilai siswa menggunakan aplikasi e-rapor. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif yaitu observasi dengan mengamati website serta penggunaan website secara langsung. Wawancara dilakukan dengan informan terkait penggunaan aplikasi dan dokumentasi dari laporan yang dikeluarkan dari aplikasi kepada stakeholder sekolah yang ikut berperan secara langsung dalam penggunaan e-rapor. Teknik analisis datanya dilakukan dengan cara reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran stakeholder sekolah dalam penggunaan e-rapor saling terhubung yang diawali dari bidang ketatausahaan dalam pengambilan data, guru dalam pengisian data, bidang kurikulum dalam pengecekan data, dan guru BP yang mengentry absensi siswa hingga sampai kepada orangtua siswa. Adanya aplikasi E-rapor ini menunjukkan kedisiplinan dan ketekunan para stakeholder dalam menguasai IT. Pengolahan nilai pada e-rapor ini nantinya juga akan disalin pada buku induk siswa yang nantinya hasil dari penilaian ini akan diserahkan kepada Dinas Pendidikan Kota Surabaya untuk dilakukan nominasi dengan sekolah lain.

Kata Kunci: *Stakeholder, Pengolahan Nilai, Siswa, Aplikasi E-Rapor*

INTRODUCTION

This era has entered the era of the industrial revolution 4.0, where there is an increase in digital connectivity, artificial intelligence, and virtual (Tri et al., 2021). Information and communication technology has an impact, one of which is in the field of education in Indonesia (Sinaga et al., 2019). Current education from administration to the implementation of learning has shifted to using technology assistance, so this change has also created a lifestyle and the need for upgrading of human resources in schools, including teachers, the preparation of technology-literate human resources has become a fierce competition in this era (Silviani et al., 2021; Siswanto et al., 2022).

SMA Negeri 19 Surabaya has applied technology a lot in the learning process, including in terms of school administration. Starting from the application of student management information systems and also implementing the e-report application that has been programmed directly by the Surabaya City Education Office, this is in line with the Industry 4.0 theory, which represents the forthcoming fourth industrial revolution, which will lead the way to the Internet of Things, Data, and Services. To help the world of education keep up with the times to become a proper digital education in the Industry 4.0 era, adequate human resources are needed (Rymarczyk, 2020).

SMA Negeri 19 Surabaya has been using E-Report since 2017, which continues to grow and is by its implementation in 2021. The key to the success of education in facing this era lies in the quality of human resources that can face developments. In industrial revolution 4.0, teachers and education personnel must be able to adapt to technology and global challenges (Ellitan, 2020). In this situation, each institution must prepare a new orientation in the field of education, including the quality and competence of 4.0 for teachers and education personnel (Lase, 2019).

In the era of globalization, the education system will also change, including the curriculum that is adapted to the times. This has a significant influence on the assessment carried out by the school (Fadillah & Moenir, 2021). For example, in the 2013 curriculum, which focuses on character or moral education, previously, the assessment system was more focused on the knowledge and skill aspects; finally, in the 2013 curriculum, the attitude aspect was also included in a complex assessment of each subject (Wulandari & Suhardi, 2020). The existence of e-reports in the implementation of digital technology is helpful for all teachers in compiling reports on the results of academic and non-academic assessments so that it will make it easier for teachers to fill in grades according to the education system and curriculum used; this is a breakthrough for increasing convenience in school administration that is directly related with students' parents (Jaffar & Sabandi, 2019).

Government Jurisdictions at the turn of the 21st century introduced many educational initiatives to use laptops as supporting facilities and infrastructure; this was related to the level of readiness of educators to

understand the technology and the ease with which they could use technology, including in terms of educational administration related to the evaluation of student learning (Nielsen et al., 2015; Borashkyzy et al., 2020).

An educational institution should have its digital initiative for development investment and set key performance indicators to help them measure the impact of digital transformation (Fitzgerald et al., 2014; Aboagye & Yawson, 2020). This information technology was created to increase productivity and ease in the work of teachers, which is included in finding the teacher's workload to input student grades. However, the existence of this e-report is a significant change that requires monitoring between teachers in inputting student scores (Nurani et al., 2015)

Teachers as professional education personnel are expected to follow digital developments that can be implemented in planning, managing outcomes, and learning processes (Waterworth, 2020). Therefore, in managing the assessment of the results of the development of students, it can be carried out using technology that is developing in society (Fajriati & Nugraheni, 2021). Report cards are student learning outcomes by their abilities and achievements in school; this is used for reporting teachers to parents or guardians. Along with the times, the government has also implemented digital report cards, which are currently called e-reports (Ruspani, 2020). E-report itself is a desktop-based application that will automatically generate final student grades digitally and automatically, so teachers only need to input then the percentage of students' average scores will appear automatically (Wirasasmiata & Uska, 2019)

E-Report is a web-based application system that is used to change the teacher's performance input system from a manual pattern to a digital pattern. The existence of this E-Rapor makes it easier for teachers to carry out assessments to printing report cards, and evaluate student learning outcomes which will later be submitted to parents (Ambabunga & Sampetoding, 2021). This e-report is closely related to school performance. Attention is directed to students, teachers, principals, classrooms, and curriculum. leadership roles of principals, gifted and high-risk students, college-school connections, school-company connections, and a public commitment to excellence in schools (Boyer, 1983)

The purpose of the e-report program is to realize stakeholders who are responsible for and participate in educational services for the success of education, which includes the entire process of planning, implementing, and evaluating according to responsibilities and roles (Permana & Daniswari, 2021). However, the implementation of e-reports is not without problems; problems related to the implementation of e-reports have arisen even from the very beginning of its implementation (Hasan & Kholifah, 2021).

Several problems that arise in the implementation of e-reports are related to the e-report mechanism, slow internet network, and lack of interest and understanding from the parents (Hikmah et al., 2020). This e-report explores that schools may be better than others at helping students learn. It responds to a recommendation from the Special Study Panel on Education Indicators for the

National Center for Education Statistics (NCES) that congressionally mandated a report identifying and discussing indicators of the nation's education system (U.S. Department of Education 1991). This E-Report is designed for policymakers, researchers, and others interested in assessing the strengths of our schools. While relevant for those interested in standards or accountability, it is not about test scores and, more specifically (Mayer et al., 2000).

RESEARCH METHODS

This study uses a descriptive method with a qualitative approach. Qualitative descriptive research is research that is intended to reveal an empirical fact scientifically objectively based on scientific logic and procedures and supported by solid methodologies and theories according to the scientific discipline being occupied (Sugiyono, 2017).

The researcher determines the informants by using the non-probability sampling technique, where the sampling technique provides equal opportunities for each element of the population to be selected using the purposive sampling technique, namely the sampling technique of data sources with specific considerations, namely selecting informants who are considered to know best about the needs of people who are accurate as policymakers of what is being researched (Wijaya et al., 2022). The scope of this research is limited only to school stakeholders who have a direct role in the E-Report application. In this study, there were four informants, namely the E-Report admin, Deputy principal, teachers, and counseling guidance, who are stakeholders who directly control the E-Report application in schools. Direct interviews took data collection with a focus on the use of the E-Report application and assessment in the E-Report application. The researcher analyzed the data by collecting data that was presented in detail; then, the researcher reduced the data by taking essential points from the interviews and drawing conclusions. Data collection techniques in 3 ways, namely observation, interviews, and documentation. In the observation technique, researchers observe directly in the field regarding the use of the E-Report application and, at the same time, see the features in the E-Report application. Interviews were conducted spontaneously to informants for answers between 4 informants related to the data collection process and the results of student report cards which will later be delivered to students' parents, and documentation of hardcopy results generated from the E-Report application (Puspaningrum et al., 2020). In the data analysis technique, the researcher used the data reduction method, data presentation, and conclusion drawing. Researchers reduce data from observations, interviews, and documentation where conclusions can be drawn. (Mulyadi, 2016).

This research was conducted at SMA Negeri 19 Surabaya. Research subjects are people from the research location who are considered to be the most knowledgeable about the problem of research researchers in order to obtain research data. Informants are people from the research location who know best about the problem and are willing to be a source of information, willing to cooperate, and willing to be invited to discuss research results. In this

study, the research subjects were school stakeholders who could access the e-report program.

RESULTS AND DISCUSSION

Implementation of the E-Report Program at School

The use of e-reports makes it easier for teachers to work on inputting grades more quickly and efficiently, teachers can manage time to do other teachers' primary tasks, teachers can explore the material that will be taught to students, and teachers can evaluate student achievement results and follow up on them. Teacher performance will undoubtedly be more effective and efficient.

The results of the study are based on the results of interviews with resource persons; this goal has been achieved. E-Report makes it easier for teachers to enter grades. Applications are simpler than online report cards. For SMA Negeri 19, teachers can fill in grades online through the E-Report application, then grade data will be stored automatically on the E-Report server at the school. After that, the E-Report operator sends data in the form of grades to the DAPODIK Application (Basic Data System). Education) then the local DAPODIK operator will synchronize data to the Central DAPODIK. Dapodik is a web-based data collection system in which there is some data, one of which is student grade data.

E-Report at SMA Negeri 19 Surabaya has been going well. In the image below, it is clear that the users who play a direct role in managing the e-report are teachers, admins, homeroom teachers/PA, BK teachers, and students. The roles of these stakeholders differ according to the sequence in the student assessment process, namely the BK teacher who fills in student attendance so that the teacher can fill in the student's grades which will be monitored by the student council regarding the cross-check of the grades obtained by students and later the results of these grades are processed and transferred to the main book. Students and sent to the Surabaya City Education Office. The following is the login screen displayed on the e-report website as follows:

Figure 1: E-Report Website Login



The implementation of the e-report begins with collecting school data from basic data of education (DAPODIK). This E-Report application is directly

connected to DAPODIK data, so the data in this E-Report application must be appropriate and accurate so that it is necessary to enter values and anyone can play a direct role properly. The data of SMA Negeri 19 Surabaya, which the E-Report Admin from DAPODIK has synchronized, can be seen in the following table :

Table 1: School Data Table

Data Type	Synced
Semester Data	14 Data
Teaching Program Data	5 Data
Data Subjects and Extras	23 Data
Teacher Data	64 People
Student Data	1178 People
Class/Class Data	101 Data
Rombel Member Data	4458 Data
Learning Data	585 Data

All teachers must be able to use the E-report application to enter the student achievement scores, which the student council has timed. Prior to that, the BK teacher had to enter the number of student attendance in 6 months so that the teacher had access to enter the student's score. School stakeholders who play a direct role in the use of the E-Report application at SMA Negeri 19 Surabaya are listed in the following table :

Table 2: Users of SMA Negeri 19 Surabaya

Data Type	Synced
Teacher	71 Data
Homeroom teacher	214 Data
BP teacher	3 Data
Student User	2,078 Data

The subjects at SMA Negeri 19 Surabaya that the E-Raptor application has recorded include Indonesian, English, Japanese, German, Guidance and Counseling/Counselors, Biology, Economics, Physics, Geography, Mathematics Chemistry (Specialization)), Mathematics (General), Hindu Religion and Character Education, Islamic Religion and Character Education, Catholic Religious Education and Character, Christian Religion and Character Education, Physical Education, Sports, and Health, Pancasila and Citizenship Education, Crafts and Entrepreneurship and History.

Meanwhile, the extracurricular activities at SMA Negeri 19 Surabaya that the E-Report application has recorded include Perisai Diri, SEC, Robotics, Theatre, KIR, Futsal, PMR, Scouts, Volleyball, Marching Band, Choir, Techno Media, Band, SKI, Basketball, Modern Dance, Paskibra.

The Role of School Stakeholders in the Implementation of the E-Report Program at School

The report card is a book reporting learning activities obtained by students at a school that is given every semester; the report contains theoretical

values and skills that students have achieved; the report is also used to monitor children's development and become evaluation material for children's further learning. E-Report is an academic information system that is used to input web-based student learning outcomes; the existence of this E-report makes it easier for stakeholders to input, evaluate and store data more securely and will not be easily lost (Febriyanto et al., 2020)

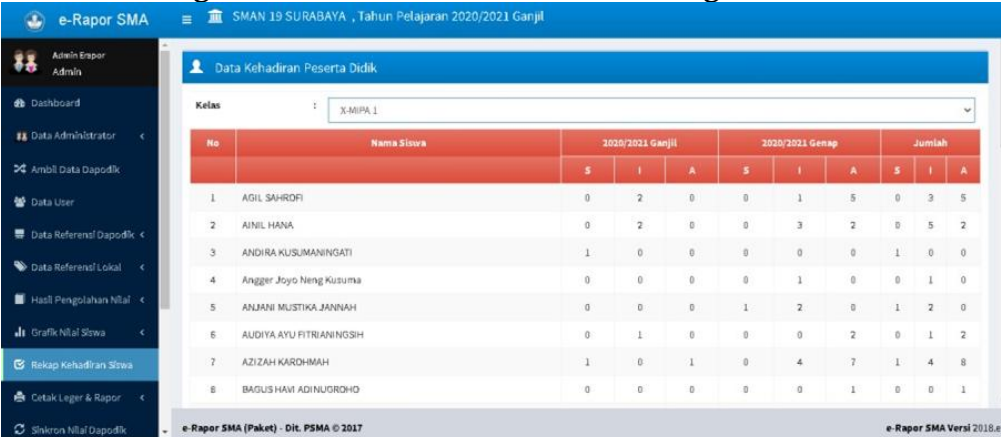
The role of school stakeholders is initiated by the operator, namely the Head of Administration, for data collection from the Dapodik so that the e-report can be used and filled out by the teacher after the data has been synchronized by the e-report application.

The teacher plays a direct role in entering the scores of students after the assessment test takes place. A maximum of the teacher enters the score seven days before the distribution of report cards because the curriculum section will check directly by printing leggers and submitting them to the school administration section; the student leggers already contain all the scores subjects with student skill points per semester including the average value that has been automatically filled, this will be seen if there are still blanks, it can be concluded that the teacher has not entered student scores, where the legger is used to fill in the grades in the student's main book.

Legger is a set of values from all subjects that the teacher has filled in. Where in this process, the E-report admin will monitor if there is a value below the Minimum Completeness Criteria (KKM) or an empty value before being printed and transferred to the student master book; if the value is empty and the teacher does not fill it up, the deadline for filling out then the child will not have a grade in that semester. This is because the E-Report admin or Student Affairs Deputy will remind teachers who have not filled in. After all, the results of the fields will later be sent to the Surabaya City Education Office.

In filling student attendance, all teachers play a direct role in recording student attendance, which will later be reported to the BP (Guidance and Counseling) teacher or who is often called the BK teacher (Counseling Guidance) at SMA Negeri 19 Surabaya. The following is a display of attendance or attendance data:

Figure 2: Student Attendance Data Figures



No	Nama Siswa	2020/2021 Ganjil			2020/2021 Genap			Jumlah		
		S	I	A	S	I	A	S	I	A
1	AGIL SAHRUDI	0	2	0	0	1	5	0	3	5
2	AINIL HANA	0	2	0	0	3	2	0	5	2
3	ANDIRA KUSUMANINGATI	1	0	0	0	0	0	1	0	0
4	Angger Joyo Neng Kusuma	0	0	0	0	1	0	0	1	0
5	ANJANI MUSTIKA-JANNAH	0	0	0	1	2	0	1	2	0
6	AUDIYA AYU FITRIANINGSIH	0	1	0	0	0	2	0	1	2
7	AZIZAH KAROHMAH	1	0	1	0	4	7	1	4	8
8	BAGUS HAWI ADINUGROHO	0	0	0	0	0	1	0	0	1

The role of school stakeholders in implementing the e-report program is structurally connected to producing accurate and valid data. The use of the E-Report at SMA Negeri 19 Surabaya is carried out directly by the administrative admin to retrieve data from the DAPODIK Application (Education Principal Data), which is managed by the Head of Administration, namely Wiwik Yulianti, which later all student scores will be filled in by the guardian each class after doing tests and repairs or remedial grades. After the homeroom teacher fills in the grade, the grade is verified by the curriculum section for the legger print. After the printing process, the legger will be deposited to the Administration section to be copied into the Student Main Book, which will be used as an archive of student values and for nomination materials.

Figure 3: Semester Report Score

The screenshot shows a web application interface for an e-report system. On the left is a dark blue sidebar menu with various navigation options. The main content area displays a table with student information and scores. Below the table, there are input fields for 'Nama Pelajar' (Student Name) and 'Kelas' (Class), and a 'Cetak Laporan' (Print Report) button. The table data is as follows:

No	Nama Siswa	IP	IPK	IPK	IPK	IPK	IPK	IPK	IPK	IPK
1	YUDIYAN VULU PUSPITAWATI	12	80	C	BT	C	3	BAJK	3	BAJK
2	VITVITRI KUNYUKA WIDHIYANI	12	80	C	BT	C	3	BAJK	3	BAJK
3	VITVITRI YULO YUSUF KUNYUKA	12	18	C	BT	C	3	BAJK	3	BAJK
4	VINDIYANI KUNYUKAWATI	12	18	C	BT	C	3	BAJK	3	BAJK
5	VITVITRI NUNYU	12	18	C	BT	C	3	BAJK	3	BAJK
6	VITVITRI YUSUF	12	18	C	BT	C	3	BAJK	3	BAJK

The use of e-reports received a positive response from school stakeholders, although there are still teachers who have not mastered the technology, which requires a longer time to fill in student scores to the e-report application. However, this provides more convenience in meeting the workload of teachers and school stakeholders in processing grades to the parents of students. This convenience can be seen in the appearance of the website, which is easily accessible anywhere and anytime, the steps in using e-reports are easy to understand, and the report cards presented are easy to read and understand. The steps in opening an online report card are straightforward to understand.

This e-report is also helpful in controlling students' qualifications, family background, and reports of individual support they receive from teachers, counselors, and parents, students. The effect of the application is most significant for students who have a deeper level of mastery of technology (Roderick et al., 2008).

The obstacle that still often occurs is that the teacher's ability to enter grades is felt to be lacking because the assessment system chooses not to enter manually, but the competence of teacher implementers to enter grades is good, meaning that it is on time and there are not many errors in grades. In the complaint process, suggestions and input if there is an error in the biodata, such as parents, is the curriculum area that is directly handled.

CONCLUSION

The role of school stakeholders includes teachers, the curriculum section, the administrative section, and the counseling guidance teacher, who are connected to filling out and processing report cards which will later be reported to students, parents, and the education office. SMA Negeri 19 Surabaya is one of the schools that has implemented an E-Report since 2017, which was initially an online report card to become an E-Report. The existence of this E-Report makes it easier for school stakeholders to process grades, but there are still obstacles for teachers who have not mastered technology, so filling in grades takes a longer time.

The existence of E-Report does not only use online data but the value is copied into the student master book for nomination purposes at the education office. The advantage of this E-Report is that it is easier for stakeholders to follow up on student achievement results which will later be made for evaluation materials for teachers and students.

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