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## Developing Electronic School Report (E-Rapor) for Strengthening the Profile of Pancasila Students

ANONYMOUS

**Abstract:** The research aims to develop an electronic school report (e-report/e-rapor) to assess the achievement of competencies profiling Pancasila students. The development of this e-report facilitates the needs of schools that do not yet have an assessment system for the implementation of the Enhancing Pancasila Student Profiles Project (EP4). The e-report is developed in accordance with the Decision Letter of the Education Standards, Curriculum, and Assessment Agency (BSKAP) number 009. The development of this e-report uses the development method approach, commonly known as Research and Development (R&D). To test the feasibility of the developed e-report, it is evaluated based on two aspects: content validity and effectiveness. The respondents in this research are 30 teachers and/or school principals. The data analysis technique for analyzing data from the interactive e-report development process is descriptive for explain the process and the effectiveness for the product. The results of the e-report validity on the accuracy of dimensions and elements are as follows: 54% very accurate, 40% accurate, and 6% fairly accurate. Meanwhile, the accuracy of assessment is 54% very accurate, 43% accurate, and 3% fairly accurate. The accuracy of other components is 57% very accurate, 37% accurate, and 6% fairly accurate. The e-report effectiveness on ease of use is as follows: 50% very easy, 47% easy, and 3% fairly easy. Then, the e-report attractiveness is 43% very attractive, 47% attractive, and 10% fairly attractive. The conformity of appearance with the EP4 concept is 60% very suitable, 34% suitable, and 6% fairly suitable. As a result, the e-report is recommended in assessing the implementation of EP4.

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### Introduction

The implementation process of the Emancipated (Merdeka) Curriculum in educational units is assisted by various platforms that have been developed, involving learning communities as places to share best practices involving teachers, academics, and students. Thus, all parties involved can optimally support post-pandemic learning recovery. The Ministry of Education and Culture (Kemendikbud) has developed various strategies, and for their implementation, they are tailored to the conditions of each educational unit (Nugraha, 2022).

Efforts made by relevant institutions regarding the implementation of the Emancipated Curriculum include enhancing the competence of educators (Jannah & Rasyid, 2023). The role of teachers as facilitators in learning activities can realize quality learning that is capable of developing children's interests and talents while providing freedom and independence in learning. Additionally, the Emancipated Curriculum includes teaching modules designed by teachers that are expected to bring innovation to learning.



In the implementation of the Emancipated Curriculum, Enhancing Pancasila Student Profiles Project (EP4) adds a different dimension. EP4 is a distinguishing feature between the 2013 Curriculum and the Emancipated Curriculum. It is a learning activity aimed at building the character, competence, and profile of Indonesian students (Kemendikbudristek, 2022). Schools plan the implementation of EP4 and its evaluation. Teachers, as executors of EP4 learning, are required to produce reports and assessments of the achievement of formulated competencies for each dimension reflecting the Pancasila Student Profiles.

Classroom teachers play a primary role in the assessment process (from observation to reporting) as they are generally responsible (Maisura et al., 2022). Throughout the process, students are invited to reflect on their learning experiences. For example, when educators prompt students to reflect on what they have learned during the learning process, through student reflections can provide additional information for educators as a way for students to interpret their learning process.

Educators are expected to understand that at each stage of development, and even within the same age group, each student has their own learning needs and explores their environment differently. Given this notion, the provision of appropriate responses and assessments based on the developmental stage of students needs to be considered (Dieni et al., 2023). Additionally, educators are expected to select assessment activities that are oriented towards students' learning needs by comparing their development before and after receiving instruction, rather than comparing between students. In implementing learning for early childhood, educators apply assessments oriented towards students' learning needs and prepare learning outcome reports which have been aligned with the curriculum expectations (Ngaisah & Aulia, 2023). These reports serve as documentation of students' learning achievements, reflecting information about the abilities acquired by students after participating in learning activities over a specific period.

Writing learning outcome reports, educators need to apply adequate assessment to address various prompting questions that guide reporting on students' learning outcomes and developmental information. Different types of assessments with different functions (Panadero et al., 2016) are as follows: (1) Formative assessment, aimed at providing information or feedback for educators and students to improve the learning process. Formative assessment is prioritized in learning as it focuses on students' development; (2) Summative assessment, conducted to ensure the overall achievement of learning goals planned to be achieved within a specific period. This assessment can also be done for two or more learning goals simultaneously and reported at least once per semester according to educators' considerations and educational unit policies. Summative assessment forms the basis preparing compiling learning outcome reports (Maisura et al., 2022) because it measures students' learning achievements in one or more learning goals over a specific period; it can be used to compare learning outcomes with predetermined achievement indicators, thus serving as a reflection and evaluation of learning activities by educators and educational units; and it can determine the continuation of students' learning processes in the classroom or in the next learning stage.

There are three types of assessments used in the Emancipated curriculum, namely diagnostic assessments, formative assessments, and summative assessments (Budiono & Hatip, 2023). Diagnostic assessments conducted at the beginning of learning are used to determine students' initial abilities. They aim to identify students' competencies, strengths, and weaknesses (Sufyadi et al., 2021). Based on the results of diagnostic assessments, teachers will develop learning activities tailored to students' needs. Formative assessments are conducted throughout the learning process, involving students daily so that each student



receives assessments aligned with the same learning objectives. Formative assessments aim to monitor and improve the learning process, as well as evaluate the achievement of learning objectives (Anggraena et al., 2021). Summative assessments are in the form of reports. Summative assessments aim to ensure the overall achievement of learning objectives; thus, these assessments are often conducted at the end of the learning process, academic year, or educational stage (Mujiburrahman et al., 2023). Reports serve as a form of summative assessment aimed at ensuring the overall achievement of learning objectives, thus these assessments are often conducted at the end of the learning process, academic year, or educational stage (Mujiburrahman et al., 2023).

The report may include students' achievements in learning activities, skill development, participation in activities, and other relevant notes related to student learning. In early childhood education, reports aim to provide information to parents or guardians about children's development in various aspects, such as cognitive, motor, social, and emotional development. The main purpose is to involve parents in supporting children's learning at home and to strengthen the partnership between educational institutions and families.

The Urgency of EP4 is to achieve the Pancasila character targets throughout society. Through education, character cultivation can be achieved. The name EP4 was indeed introduced in the Emancipated curriculum, but the essence of EP4 has existed since the beginning of education. Other names for EP4 previously were character education (Kosim, 2012); and education with cultural/local wisdom (Marpaung, 2013). Character education is carried out to instill, strengthen, and improve character (Kurniastuti, Nuswantari, Feriandi, 2022); (Irawati et al., 2022). However, the difference lies in its implementation. Previously, character education was embedded as values in all subjects. Now, the character of the Indonesian nation is implemented independently in separate project activities from the subjects (Irawati et al., 2022). Through EP4, Indonesia has a golden generation with Indonesian character (Rokhman et al., 2014);

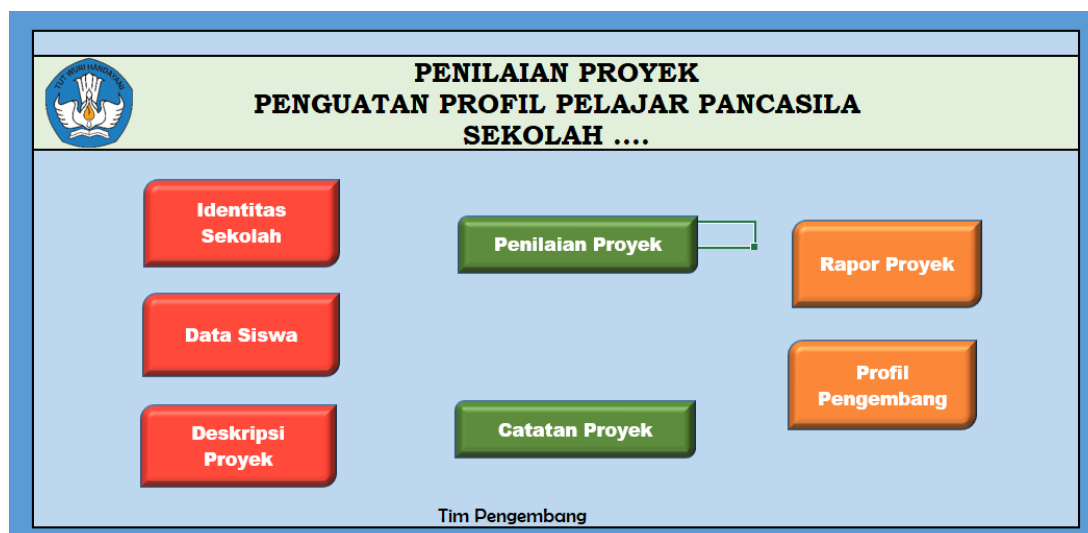
Character education is important as preparation for students in the future. It involves not only moral formation but also fostering students' abilities to think creatively and innovatively, as well as optimizing character education that refers to the dimensions of the Pancasila student profile, including dimensions such as global diversity, mutual cooperation, creativity, national spirit in thinking and acting, and responsibility (Rofiqi, 2023); (Ruwaida et al., 2023); (Badriyah, L., Masfufah, Rodiyah, K., Chasanah, A., & Abdillah, 2021); (Ahmad & Purnawanto, 2024); (Hidayat et al., 2024); (Romandhoni et al., 2024); (Octavia & Tirtoni, 2024); through EP4 activities, it becomes a means to strengthen character education for students as it will shape individuals with integrity, responsibility, and concern for others, thus helping to build a generation with good attitudes, readiness to face challenges, and make positive contributions to society.

Based on several observations, the implementation of EP4 in kindergartens is not yet ideal, especially in its assessment. Based on a survey of 25 respondents regarding the assessment of EP4 reports, 76% of institutions compile EP4 reports manually. Respondents consisted of teachers and school principals. There are 5 school principals while there are 20 teachers. Based on the results of the questionnaire, the respondents used the manual assessment. Its referred to here involves creating narratives/descriptions/achievements manually on new records for each student. Meanwhile, six institutions or 24% of institutions have not yet understood the assessment of EP4. Previous research results also noted that the challenges of implementing the Emancipated curriculum include a lack of human resources





This e-report is an excel-based application integrated report. With the presence of the e-report, filling out and creating reports becomes easier and more practical because the values are already inputted, allowing teachers to directly fill in narratives according to the grade summary obtained from the assessment system. Figure 2 shows the display of the developed EP4 e-report. This is a novelty in this research.

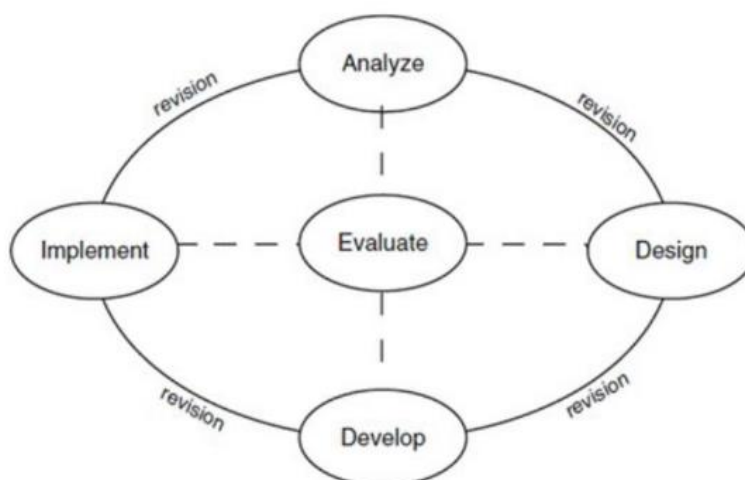


**Figure 2 The Front Page of the EP4 E-Report Developed**

Based on this e report, teachers can prepare assessments effectively and efficiently. On the side, parents can understand the learning achievements in the Project of Pancasila Student Profile. Most importantly, as a result of this research, the generated e-report can reduce teachers' administrative workload in reporting Project of Pancasila Student Profile assessments

### Research Method

This study employs the research and development method, commonly known as Research and Development (R&D), because it aligns with the intended goal of developing an e-report for EP4 assessment in schools. Development research is a process used to develop and validate the resulting products (Rangkuti, 2016).



**Figure 3 The Development Phases of ADDIE**

8 The ADDIE model is one of the instructional design models that illustrates the basic stages of designing a simple and easily understandable instructional system. As its name suggests, the model consists of five main phases or stages: (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation (Mutmainah et al., 2022). The stages of activities conducted in the development of the ADDIE model, according to Rangkuti (2016), are described in Table 1.

**Table 1 Development Stages of ADDIE**

Development Stage	Activity
2 Analysis	Pre-planning: thinking about new products (models, methods, media, teaching materials) to be developed
Design	Designing the development tools for new products.
Develop	Developing the product tools (materials/resources and tools) needed in development
Implementation	Starting to use the new products in learning or real-world environments
Evaluation	2 Critically reviewing the impact of learning. Measuring the achievement of development goals Measuring what the targets have been able to achieve

This study develops an e-report for assessing EP4 in schools. This e-report can be used at all levels. The e-report was developed referring to the Decision Letter of the Education Standards, Curriculum, and Assessment Agency (BSKAP) number 009 regarding the Dimensions, Elements, and Sub-Elements of the Pancasila Student Profile in the Emancipated curriculum. The e-report components consist of seven parts: school identity, student identity, project description, project data, project assessment, project notes, and developer profile.

School identity contains information about the school, teachers, and the EP4 title. Student identity contains information about the students: name, student ID number (NISN),



gender, date of birth, and address. Next, project description contains information about the EP4 project in the assessed semester. Project assessment contains data and cumulative numerical assessment information on each dimension according to the specified competency formulations. Project notes part refers to qualitative assessment containing a narrative elaboration of each student's achievements in EP4 activities. After entering data in all sections, the e-report can be printed according to the student data entered from the project report menu.

The developed e-report was evaluated by users with 30 responses from various schools. Respondents were randomly selected from schools in Jember Regency. The usage of this product was socialized online through Google Meet and Zoom meetings. The quality assessment instruments of the e-report include the validity and effectiveness. The validity of the e-report content is divided into three categories: accuracy of dimension and element content, accuracy of assessment, and accuracy of other components. While the assessment of usage effectiveness is divided into three categories: ease of use, attractiveness of appearance, and alignment of appearance with the EP4 concept. The improved e-report was provided to partners for use in assessing EP4 in schools.

The data analysis technique for analyzing data from the interactive e-report development process is descriptive. (1) Descriptive techniques are data analysis techniques used to process qualitative data in the form of comments and suggestions. (2) The data analysis technique for analyzing the quality of e-reports which includes validity, practicality and effectiveness is a descriptive statistical analysis technique.

## **Result and Discussion**

### ***The Process of Developing EP4 E-Report***

#### *The Analysis Stage*

The analysis stage is the initial step in determining solutions to the problem. The unavailability of an e-report is the main focus of this research problem. Based on the survey, some schools prepare EP4 assessments by following the regulations in the report; some compile assessments according to school agreements, and while some others do not compile EP4 assessments specifically. EP4 assessments are integrated into intracurricular assessments as part of integrated character education. Based on these issues, this development research is conducted.

The availability of the EP4 report developed by Astari presents 3 projects in 1 system. In the printing process, all three projects are printed for each student's report. Therefore, adjustments in the number of projects are needed. This e-report development only displays 1 project. Every semester, schools enter new data for the EP4 conducted. Facilities for capturing activity photos at the end of the report printing process are also developed.

#### *The Design Stage*

In this stage, the EP4 report was developed. The EP4 report only accommodates 1 project per semester. Each school enters their EP4 data every semester. In the design stage, the validity of dimensions, elements, sub-elements, and competency formulations in the EP4 assessment components is checked. In addition, each item appearance on quantitative assessments and project notes is also checked. In this stage, each educational unit can also add activity photos. The first activity photo applies to all students, while the second photo can be modified before the printing process. This is a new feature of the modified EP4 e-report. However, the replacement of photos for each student during printing is a weakness of the



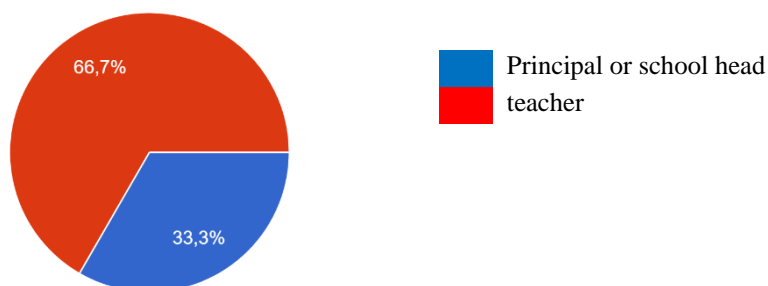


photo menu in this e-report. A solution for making this process more effective has not been found yet. However, including a barcode for documentation of activity photos could be an alternative. Parents can access documentation of activities and review them to understand their child's development.

### *The Development Stage*

In this development stage, a trial is conducted at schools. The researchers prepared an open invitation distributed through the community's WhatsApp group. This research takes place over one week, with each session lasting a maximum of two hours. The activities are conducted online via Google Meet. Here is the link: <https://meet.google.com/izg-vakt-kzh>.

Schools simulate the completion of the EP4 e-report. There are 30 schools participating in this activity. Figure 4 shows the data of respondents according to their positions in their respective schools.



**Figure 4 Research Respondents for EP4 E-Report Development**

Based on the illustration, the number of teachers present in the development activity is 66.7%, or 22 institutions, while 33.3%, or 8 institutions, are attended by principals. School principals and teachers have different roles in the EP4 report preparation process. Principals, as central management figures, can utilize this development product as a medium for assessment compilation in their institutions. Principals can ensure that all teachers assess using appropriate and effective methods. Meanwhile, teachers act as actors or composers of the EP4 report. Thus, the presence of both elements representing the school is part of the effort to understand the duties and responsibilities in the implementation and development of the school curriculum.

### *The Implementation Stage*

In the implementation stage, some responses from schools are as follows:

- a) Schools will use this e-report in the upcoming even semester. The new report will be compiled in June 2024.
- b) Some schools requested permission to distribute it to other schools in the same district and regency.

### *The Evaluation and Revision Stage*

The evaluation and revision stage is crucial in perfecting this development research. This phase involves continuous activities conducted at each stage throughout the



development cycle. After each phase, an evaluation of the outcomes of the activities is carried out, revisions are made, and the process continues to the next phase.

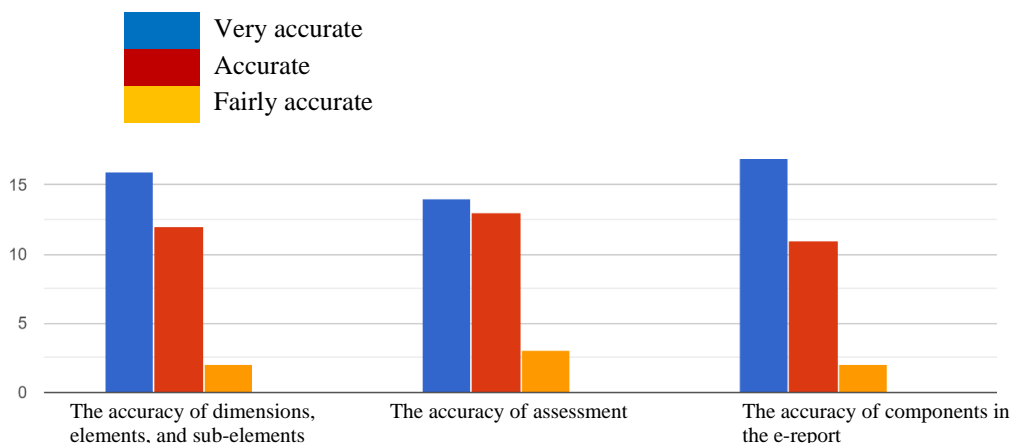
**The Quality of the Developed E-Report**

For the assessment of the e-report, two assessments were developed: validity and effectiveness. Here’s a description of each:

*Validity of the E-Report*

The indicators of validity include the accuracy of dimensions, elements, sub-elements, and competency formulations; accuracy of assessment; and accuracy of assessment components. Here are the assessment results for each:

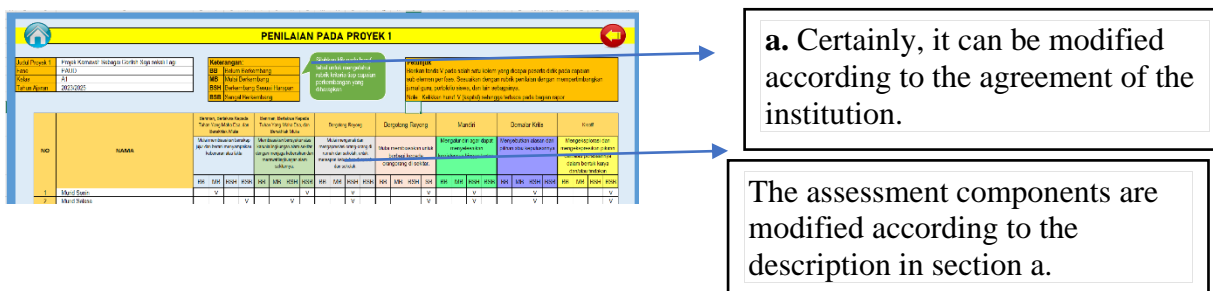
Based on the public test conducted in 30 schools, here are the assessment results for the validity of the developed EP4 e-report.



**Figure 5 Validity of the E-Report**

As seen in Figure 5, the assessment of the accuracy of dimensions is as follows: 16 responses, or 54%, indicate “very accurate,” 12 responses, or 40%, indicate “accurate,” and 2 responses, or 6%, indicate “sufficiently accurate.” When spread out, the arrangement of the accuracy of dimensions, elements, sub-elements, and competency formulations appears to be accurate.

Regarding the accuracy of assessment, 14 responses, or 47%, indicate “very accurate,” 13 responses, or 43%, indicate “accurate,” and 3 responses, or 10%, indicate “sufficiently accurate.” A suggestion for improving quantitative assessment is to use alternative terms instead of BB (Belum Berkembang/Not Developed), MB (Mulai berkembang/Beginning to Develop), BSH (Berkembang Sesuai Harapan/Developing as Expected), and BSB (Berkembang Sangat Baik/Developing Very Well). It is proposed to use BM (Belum Muncul/Not Emerged), MM (Mulai Muncul/Beginning to Emerge), C (Cakap/Competent), M (Mahir/Proficient). In principle, the selection of terms can be adjusted according to the institution’s preferences. Each institution can revise the assessment in this system.

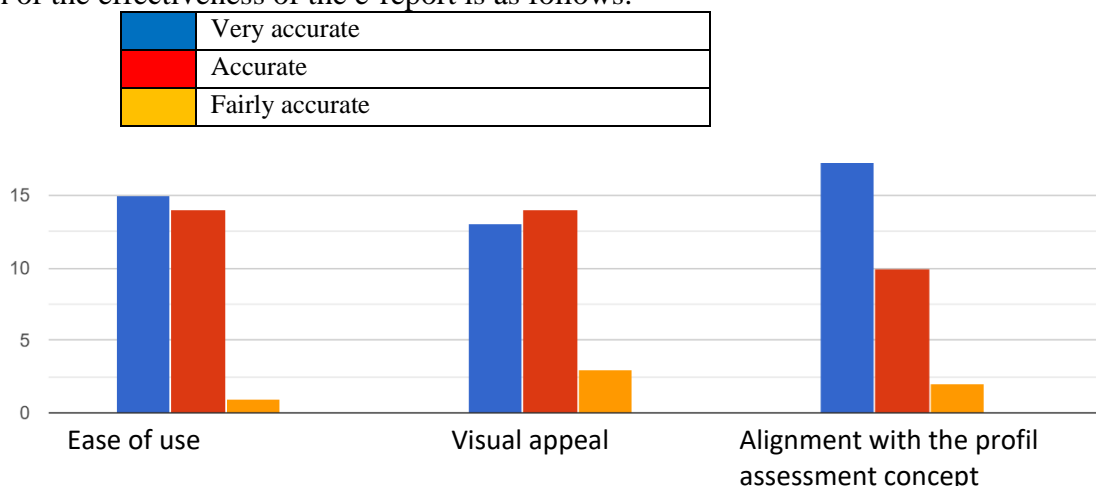


**Figure 6 EP4 Assessment**

In Figure 6, schools can further develop this e-report according to the unique assessment characteristics of the institution. The terms used can refer to character development.

*The Effectiveness of the E-Report*

The assessment of the effectiveness of the e-report includes ease of use, attractiveness of the interface, and alignment with the concept of EP4 in the Independent Curriculum. The evaluation of the effectiveness of the e-report is as follows.



**Figure 7 Effectiveness of the E-Report**

The first effectiveness assessment is ease of use, with 15 responses or 50% stating it is highly suitable, 14 responses or 47% stating it is suitable, and 1 response or 3% stating it is somewhat suitable. The assessment of appearance is as follows: 13 responses or 43% find it highly suitable, 14 responses or 47% find it suitable, and 3 responses or 10% find it somewhat suitable. The third effectiveness assessment concerns the alignment of the appearance with the EP4 concept, with 18 responses or 60% stating it is highly suitable, 10 responses or 34% stating it is suitable, and 2 responses or 6% stating it is somewhat suitable.

Improvement suggestions for the e-report lie in entering data on activity images or documentation required for each student. However, from the development process, integrated entry of each student’s activity documentation cannot yet be accomplished. An alternative solution proposed is to use a barcode technique for all EP4 activity documentation.

During the public testing phase, each school principal was given the opportunity to simulate using the e-report. If there were any difficulties, guidance was provided. Some schools shared their screens to demonstrate its usage. All respondents stated that they were able to use the developed e-report.



### ***Discussion on the Development Results of E-Reports and EP4 Assessment in Schools***

In this study, the development of an e-report tailored for schools to document students' learning in EP4 has been a significant endeavor. EP4, being an essential component of the emancipated curriculum, demands a comprehensive approach to assessment and documentation. The dimensions of the e-report, as outlined, encapsulate critical aspects deemed crucial for holistic student development.

The theoretical underpinning of EP4 assessment serves as the backbone of the e-report. It not only provides a conceptual framework for evaluating students' progress but also ensures alignment with the overarching objectives of EP4. By integrating theoretical constructs into the assessment process, the e-report facilitates a more systematic and objective evaluation of students' attainment of desired learning outcomes (Adi et al., 2023). The report being developed in this research attempts to value the theoretical constructs of the assessment by inserting important aspects/dimensions of students' characters, such as being faithful, having global diversity, ingraining communal harmony, thinking critically and creatively, and being self-reliant. The following paragraphs describe the underlying rationale of each dimension being inserted in the developed report.

One of the fundamental dimensions incorporated into the e-report is the emphasis on nurturing students' character of faith. In a diverse and multicultural society, instilling values of faith and spirituality among students is imperative. Being able to assess this dimension as early as a young learner, teachers could help build learners with strong faith. Further, the e-report provides mechanisms to assess and track students' development in this regard, thereby contributing to the cultivation of morally upright individuals who are guided by strong ethical principles.

Moreover, in today's interconnected world, fostering a sense of global citizenship is paramount. The dimension of global diversity within the e-report underscores the importance of promoting intercultural understanding and appreciation. Through this e-report, teachers are encouraged to facilitate learners in embracing diversity and respecting cultural differences. The e-report plays a pivotal role in displaying assessment that further can shape socially conscious individuals who are equipped to thrive in a multicultural environment (Suryaningsih et al., 2023).

The value of communal harmony is deeply ingrained in the fabric of Indonesian society. The inclusion of this dimension in the e-report reflects the commitment to fostering a spirit of cooperation and mutual support among students. By promoting collaborative learning experiences and emphasizing the importance of collective responsibility, the e-report aims to cultivate a sense of solidarity and unity among students, thereby contributing to the development of a harmonious school community (Amilia et al., 2022).

The dimensions of critical thinking and creativity are integral components of the e-report, reflecting the recognition of their importance in preparing students for the challenges of the 21st century (Adi et al., 2023; Suryaningsih et al., 2023). By providing opportunities for students to engage in analytical thinking and creative problem-solving, the e-report seeks to nurture independent thinkers who are capable of adapting to a rapidly changing world. Helping to provide reliable source of information of learner's critical thinking and creativity, teachers should carefully tailor their projects to improve these dimensions.

Finally, the dimension of self-reliance underscores the importance of fostering autonomy and self-directed learning among students. By encouraging students to take ownership of their learning journey and develop a sense of initiative, the e-report aims to



cultivate resilient and resourceful individuals who are capable of navigating the complexities of life beyond the classroom (Adi et al., 2023; Amilia et al., 2022).

In conclusion, the development of the e-report represents a significant step towards enhancing the assessment and documentation of students' learning in EP4. By incorporating the aforementioned dimensions, the e-report provides schools with a comprehensive tool to assess and nurture students' holistic development, thereby contributing to the realization of the objectives of EP4 within the emancipated curriculum.

Conceptually, the report card represents the achievement of a child's learning outcomes, whether in numerical or descriptive form. Through the report card, teachers can analyze learning results and plan follow-up actions for improvement. Students can improve their learning outcomes, and parents can monitor students and provide support for learning at home.

## 7 Conclusion

Based on the development of the EP4 e-report, it is concluded that the EP4 e-report can be recommended for use in assessing EP4 in schools. The development of the assessment system or application can still evolve. This is done to enhance the effectiveness of learning administration activities. Therefore, continuous research is needed to provide ease of administrative services for teachers and schools.

## Recommendation

The present study has successfully developed the e-report. However, e-report is only a part of many administrative services and it has not been investigated for its effectiveness for use to ease teachers' and schools' work. The study in this field will substantially and practically fill in the gaps in school management and administration field.

The recommendation for teachers is to develop assessments that align with the needs of the school by utilizing simple technology that can be operated via a laptop. The recommendation for the government is to develop an e-report system that meets the needs of institutions and is based on a website platform.

## 10 Acknowledgment

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