



Evaluation of the School's Annual Work Plan (RKT) Program in Improving the Quality of Education at SDN 49 Bengkulu City

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Abstrac: This study aims to evaluate the implementation of the school programs outlined in the Annual Work Plan at SDN 49 Bengkulu City and to examine their contribution to improving the quality of education. The evaluation was conducted using a descriptive qualitative approach through observations, interviews, and documentation. First, the context of the Annual Work Plan program includes the strategic plan and program objectives. Second, the inputs of the Annual Work Plan program—such as teachers participating in training and workshops—have an impact on improving the quality of education. Students who receive character reinforcement are able to demonstrate discipline, responsibility, and social awareness. Third, the implementation process of the annual plan program is generally quite good, but not yet optimal, as evidenced by the school's accreditation declining from A to B due to missing important documents and the lack of understanding among administrative staff and teachers regarding the archiving system. Fourth, the products of the Annual Work Plan program have utilized the results of the School Self-Evaluation (EDS) and quality report as the basis for program development, reflecting an evidence-based approach. However, disparities in implementation among teachers, limitations in differentiated instruction, and weaknesses in monitoring and evaluation systems have contributed to the decline in accreditation quality. Thus, it can be concluded that the evaluation of the Annual Work Plan is able to illustrate the aspects of educational quality that need improvement. Therefore, it is recommended that to improve the quality of education, schools should enhance the evaluation of their annual work plan program.

Keywords: Evaluation, School Annual Work Plan Program, Quality of Education.

Abstak: Penelitian ini bertujuan untuk mengevaluasi pelaksanaan program sekolah yang tertuang dalam Rencana Kerja Tahunan di SDN 49 Kota Bengkulu serta mengkaji kontribusinya terhadap peningkatan mutu pendidikan. Evaluasi dilakukan dengan pendekatan kualitatif deskriptif melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa *Pertama*, Konteks program Rencana Kerja Tahunan meliputi rencana strategis, dan tujuan program. *Kedua*, Input program Rencana Kerja Tahunan seperti guru mengikuti diklat dan workshop berdampak pada peningkatan mutu pendidikan, Siswa yang diberikan penguatan karakter mampu bersikap disiplin, tanggung jawab, dan kepedulian sosial. *Ketiga*, Proses pelaksanaan program rencana tahunan secara umum sudah cukup bagus, namun belum optimal, terlihat akreditasi sekolah mengalami penurunan, dari A turun menjadi B, disebabkan dokumen-dokumen penting tidak ditemukan, tenaga adminstrasi dan para guru tidak paham tentang sistem ke arsipan. *Keempat*, produk program Rencana Kerja Tahunan telah memanfaatkan hasil Evaluasi Diri Sekolah (EDS) dan raport mutu sebagai dasar penyusunan program, yang mencerminkan pendekatan *evidence-based*. Namun, terjadi disparitas pelaksanaan antar guru, keterbatasan dalam diferensiasi pembelajaran, serta lemahnya sistem monitoring dan evaluasi, sehingga mutu akreditasi menurun. Dengan demikian, dapat disimpulkan bahwa evaluasi Rencana Kerja Tahunan mampu menggambarkan mutu pendidikan yang perlu diperbaiki. Sehingga dapat disarankan, untuk meningkatkan mutu pendidikan, maka tingkatkanlah evaluasi program rencana kerja tahunan di sekolah.

Kata kunci: Evaluasi, Program Rencana Kerja Tahunan (RKT) Sekolah, Mutu Pendidikan.



Introduction

The Annual Work Plan Program (RKT) is a very interesting and important study to evaluate, because the RKT is a roadmap for the implementation of school programs that are structured, measurable, and oriented towards improving the quality of education. As Imron (2013) explained, the school's annual work plan is a comprehensive plan that includes the school's vision, mission, and goals to optimize the use of school resources.¹ The RKT is an elaboration of the goals and programs that have been set in the school's strategic plan through annual activities. As explained by the Ministry of Education and Culture (2017), the RKT functions as a derivative of the school's Medium-Term Work Plan (RKJM) which applies for a four-year period, and becomes an integral part of the school-based management system.² Thus, the annual work plan (RKT) is very important in an effort to improve the quality of education.

The Annual Work Plan (RKT) is of high quality and can be implemented as it should. A good RKT can help schools in achieving goals and can improve the quality of education as a whole.³ With a good annual work plan (RKT), it can provide a coordinated and directed direction for all school residents, ranging from school principals, teachers, staff to students. In addition, with a clear plan, all parties

understand the goals to be achieved and their respective roles in realizing them, this can also reduce confusion and ensure that all efforts are aligned with the school's vision, mission and goals.

The quality of education is an important component as a measuring tool to assess the quality and effectiveness of the desired learning outcomes. As explained by Dewey and Fingal (2022), the quality of education measured from the level of education is able to encourage student involvement in active learning. They also argue that the quality of education can be improved through the judicious use of educational technology to support interactivity, project-based learning, and collaboration between students.⁴ The quality of education is the ability of the education system to adapt and implement innovations that are relevant to the times, so as to produce graduates who are ready to face global challenges.⁵ Quality education is one that supports the development of creativity, innovation, and entrepreneurship in students. Zhao (2020) explains that 21st century education should be oriented towards the development of individual talents and not just focused on standardized exams that often do not reflect the full potential of students.⁶ Therefore, the quality of education is very important because it is a measure of the

¹Rosni Rosni, 'Teachers' Competence in Improving the Quality of Learning in Elementary Schools', *EDUCATIO Journal: Indonesian Education Journal*, 7.2 (2021), 113 <<https://doi.org/10.29210/1202121176>>.

²Achmad Qhuzairy Qarasyi, 'Implementation of the Annual Work Plan of Primary Schools in the New Normal Era', *Manage the Journal of Educational Management*, 2021.

³Helmi Nurrahmah¹, Sumarlin Mus², and Syamsurijal Basri³, 'Analysis of Vision and Mission Based on the Annual Work Plan for Student Affairs

Jambura Journal of Educational Management', *Jambura Journal of Educational Management*, 4, 2023, 97–107.

⁴Dewey dan Fingal (2022) *The Impact of Technology on Education Quality*. UNESCO Publishing

⁵Kustandi, M. (2020) *Educational Innovation in the Era of Disruption*. Prenadamedia Group City: Jakarta

⁶Zhao, (2020) *Education 2030: In Pursuit of Quality and Inclusive Learning*" UNESCO



quality of an educational institution, including as a determinant of the quality of education.

However, the quality of education in schools is still very concerning, marked by the ranking of education quality in Indonesia far below the countries of Singapore, Malaysia and even below Vietnam.⁷ In this context, many educational institutions still experience problems in carrying out annual work plans that have an impact on the quality of schools. This condition can be seen in the low ranking of Indonesia's education quality compared to other countries, as well as the negative impact on school accreditation. Especially SDN 49 Bengkulu City as one of the basic educational institutions in Bengkulu City has a very important role in improving the quality of education. As the results of observations in the field show that there are still problems experienced by SDN 49 Koa Bengkulu related to the annual work plan (RKT) at SDN 49 Bengkulu City. To ensure the level of achievement of the annual work program (RKT) in an effort to improve the quality of education at SDN 49, it is necessary to conduct an in-depth evaluation of the annual work program (RKT) in improving the quality of education at SDN 49 Bengkulu city. Therefore, the author formulated the title "Evaluation of the Annual Work Plan Program (RKT) in Improving the Quality of Education at SDN 49 Bengkulu City".

The purpose of this study is to evaluate the annual work program (RKT) in improving the quality of education. To facilitate the achievement of this goal, the author formulates in 4 questions as follows; (1) What is the context of the annual work plan (RKT) Program in improving the quality of education

at SDN 49 Bengkulu city?; (2) What is the input of the annual work plan program (RKT) in improving the quality of education at SDN 49 Bengkulu city?; (3) What is the process of the annual work plan (RKT) Program in improving the quality of education at SDN 49 Bengkulu city?; and (4) How are the products of the Annual Work Plan Program (RKT) in improving the quality of Education at SDN 49 Bengkulu city?. The four questions are evaluated in the following discussion section.

Methodology

This study uses a descriptive qualitative research method. Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from a person and observable behaviors, with the CIPP evaluation model approach, which is an analysis carried out using context, input, process, and product evaluation models.

Evaluation of the RKT program in improving the quality of education at SDN 49 Bengkulu city. chosen as the object of research there are three reasons; *First*, there have been no researchers who have conducted research on the evaluation of the RKT program in improving the quality of education at SDN 49 in Bengkulu city. So the researcher is interested in researching the title. *Second*, the lack of BOS budget at SDN 49 Bengkulu City causes the Annual Work Plan (RKT) to not be able to run as it should. *Third*, the lack of support from the principal in carrying out the annual work plan (RKT) at school, such as when holding school activities, the principal does not want to take part in the activity and does not give a good response to

⁷Nining Sartika, Siti Rukiyah, and Missriani Missriani, 'The Problem of Low Quality of Education in Indonesia', *Journal Innovation In*

Education, 1.4 (2023), 57-64
<<https://doi.org/10.59841/inoved.v1i4.581>>.



teachers who have the initiative to carry out the annual work program and always turn on when there is a shortage in making activities and running the annual work plan program. *Third*, this reason shows that the evaluation of the annual work plan in improving the quality of education is very necessary because it concerns the quality of the school in determining school accreditation. This type of research uses a descriptive qualitative approach, where the method of the descriptive qualitative approach used is the program evaluation research method that measures the annual work program of madrasah heads in improving the quality of teacher performance with the CIPP model.

The CIPP model has several components, namely: 1) Context evaluation seeks to identify unmet environmental needs, the sample population served and the program objectives. (2) *Evaluation of inputs* seeks to identify the initial capabilities of the existing components in supporting the implementation of the program. (3) Process evaluation *identifies* the implementation of the program which includes what program will be implemented, and who is the program organizer, and the time of program implementation. (4) Product evaluation seeks to identify changes that occur due to the implementation of the program, as well as the achievement of program objectives.⁸ which is sourced from primary data and secondary data. Primary data in this study was obtained from teachers, principals and administration of SDN 49 Bengkulu City. Secondary data is data obtained from documents, archives, literature books and other alternative media

⁸Rudi Maryati, et al. *Evaluation of the Driving School Program Using the Context, Input, Process, Product (CIPP) Model at SMA Negeri 5 Sungai Raya, Kubu Raya Regency*. INNOVATIVE:

related to the problems discussed in this study and data sourced from literature to compile literature on the theoretical basis.⁹

This research involves school principals, teachers, administrators and school guards as a source of information by conducting direct interviews with the person concerned in relation to their experience of overcoming difficulties in managing the annual work plan (RKT) at school. The group of teachers were interviewed about the evaluation of the annual work plan in the school. School principals were interviewed about the influence of the annual work plan in improving the quality of education in schools, while the administration was interviewed about the level of obstacles and difficulties faced in carrying out the annual work plan. Various types of difficulties in carrying out the annual work plan were identified through information and then the informant was identified to evaluate his position and experience as a basis for the analysis of the research results.

Data collection and interviews were carried out from April to May 2025 through three stages with 10 teachers, 1 principal, and 1 administration who were randomly taken. *First*, secondary data is collected through stored school documents such as teacher data, student data and other school data. *Second*, interview data is carried out face to face. Interviews are conducted to obtain information and data related to the evaluation of the annual work plan at school. Before conducting the interview, the researcher asked for permission and recommendations from the school. Meraka was interviewed

Journal Of Social Science Research. Vol.3 No.5. 2023.

⁹Sugiyono, *Educational Research Methods with a Quantitative and Qualitative Approach* (Bandung: CV Alfabeta, 2013). Page 93



consciously and voluntarily without any coercion from any party. Various categories of data sourced from the interviews became the basis for the evaluation of the annual work plan in improving the quality of the school.

The data analysis process using Huberman, M.'s theory takes place in three stages of analysis including; (1) data reduction as a process of structuring data in a systematic form; (2) data display as an effort to present research results in the form of tables; (3) Data verification as a stage of data inference, especially following trends from the data obtained.¹⁰

Discussion

The results of the evaluation of the CIPP model in library program products in increasing students' reading interest in SDN 49 Bengkulu city, through four stages, namely; (1) the context of the annual work plan (RKT) program in improving the quality of education at SDN 49 Bengkulu city; (2) Input of the annual work plan (RKT) program in improving the quality of education at SDN 49 Bengkulu city; (3) The process of the annual work plan program (RKT) in improving the quality of education at SDN 49 Bengkulu city; and (4) the annual work plan program (RKT) product in improving the quality of education at SDN 49 Bengkulu city.

The Context of the Annual Work Plan (RKT) Program in improving the quality of Education

The annual work plan (RKT) program is one of the important elements of the Strategic Plan in schools designed to support the continuous improvement of the quality of education. At SDN 49 Bengkulu City, school

programs have been prepared with reference to the school's vision, mission, and goals and integrate the results of the school self-evaluation (EDS). Evaluation of these programs is important to see that the level of planning contained in the CTR has been implemented effectively. In general, the evaluation of school programs in the RKT of SDN 49 Bengkulu City shows that most of the programs have been implemented as planned and have made a positive contribution to the quality of education. However, there are several aspects that still need improvement, especially in terms of parental involvement, equitable distribution of learning outcomes, and improving the quality of teacher training. The results of the evaluation show that the programs designed in the CTR cover several strategic aspects, including; Literacy and numeracy strengthening programs, teacher and education staff development programs; Student character strengthening programs, facilities and infrastructure improvement programs, student learning outcomes improvement programs, partnership and community involvement programs. Thus, the results of the evaluation of the annual work plan program (RKT) are able to improve the quality of the school.

The Annual Work Plan Program includes; (1) This literacy and numeracy strengthening program aims to improve students' basic skills in reading, writing, and arithmetic. This program is implemented through morning reading activities, classroom reading corners, and inter-class literacy competitions. This program supports the Ministry of Education and Culture's program (2019) explaining that this program is quite effective in fostering students' interest in reading, although it needs

¹⁰M. Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative

Study', *American Educational Research Journal*, 1990, pp. 27(2), 363–391.



to be improved in terms of monitoring individual student achievements;¹¹ (2) Teacher and education personnel development programs. Activities such as internal workshops, online training, and lesson studies have been carried out to improve teachers' professional competence. Evaluation of the implementation of this program shows that although there have been efforts to improve the quality of human resources, teachers' participation in external training is still limited due to time and financing constraints;¹² (3) Student character strengthening program. Organizing routine activities such as flag ceremonies, commemorations of national and religious holidays, and extracurricular activities. The goal is to instill the values of discipline, responsibility, and cooperation. The evaluation of this program shows that students have high enthusiasm in participating in these activities, but parental involvement in supporting the program still needs to be improved;¹³ (4) Facilities and infrastructure improvement programs. Through the RKT, the school allocates a budget for the maintenance and procurement of learning facilities, such as repairing tables and chairs, adding teaching aids, and procuring supporting books. Evaluations show that most of the basic needs

of the facilities have been met, but some classrooms still need renovation to make them more comfortable and conducive to learning;¹⁴ (5) Programs to improve student learning outcomes. This program is carried out through the implementation of try outs, remedial teaching, and afternoon tutoring for grade VI students. From the results of the evaluation, it can be seen that there is an increase in the average final exam score, although the disparity in results between students is still high. This indicates the need for a more personalized and adaptive approach to learning;¹⁵ and (6) Partnership and community engagement programs. The school has collaborated with school committees and external parties such as the Health Center, the Education Office, and community leaders. The evaluation showed that this cooperation helped support school activities, especially in the aspects of student health and character education, although communication between the school and parents needed to be more intensive.¹⁶ Evaluation of these programs is important to see that the level of planning contained in the CTR has been implemented effectively.¹⁷ So that continuous evaluation, RKT can be a strategic instrument to realize quality, relevant, and sustainable education.¹⁸

¹¹Ministry of Education and Culture. (2019). Guidelines for the National Literacy Movement in Elementary Schools.

¹²Gusmian, I. (2018). "Teacher Competency Development Through Continuous Programs." *Journal of Education and Culture*, 23(3), 241–250.

¹³Lickona, T. (2004). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam Books.

¹⁴Department of National Education. (2008). *School-Based Management: A Practical Guide to Implementation in Elementary Schools*

¹⁵Sulistyowati, D. (2020). "Evaluation of Remedial Teaching Programs in Elementary

Schools." *Scientific Journal of Basic Education*, 7(2), 112–120.

¹⁶Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.

¹⁷Ministry of Education and Culture. (2020). *Guidelines for the Preparation of Annual Work Plans (RKT) for Elementary Schools*. Directorate of Elementary Schools, Directorate General of Primary and Secondary Education.

¹⁸Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation Theory, Models, and Applications*. Jossey-Bass.



However, the actual issue shows many phenomena experienced by schools including; (1) the relevance of the program to school problems, such as low literacy culture, the need to improve teacher competence, and limited learning facilities. This can be seen from the priorities of literacy programs, teacher training, and the procurement of learning media, which are in line with the problems identified in the school quality report card;¹⁹ (2) Fidelity of Implementation. Seringa there was a delay in the implementation of activities due to budget and human resource limitations; (3) Program outcomes and impacts on the quality of education. increased student participation in literacy activities, increased test average scores, and increased parental satisfaction with uneven school services; and (4) Sustainability and continuous improvement. There is still an inequality in implementation between classes or between teachers, especially in strengthening literacy and the use of learning media.²⁰ Issues in planning such as synchronization and coordination; (1) difficulties in coordinating planning between different fields or work units, often causing overlapping programs or gaps in the achievement of objectives; (2) non-conformity with real needs. That is, there is a demand for the need to add or change work targets in the middle of the road that is not in accordance with the original plan, as a demand for higher planning flexibility; (3) limitations of data and forecasting. That is, planning that is not based on comprehensive data or the inability to conduct effective forecasting can hinder the accuracy of the annual work program.

¹⁹Sallis, E. (2002). Total Quality Management in Education.

²⁰Hj. Khairiah and H Syarifuddin, 'IMPROVING THE QUALITY OF EDUCATION THROUGH THE IMPLEMENTATION OF SCHOOL-

Input of the Annual Work Plan Program (RKT) in improving the quality of education

Annual work plan program inputs include planning, finance, and human resources; (1) data-based program planning. Good program quality starts from data-based planning and needs. SDN 49 has used the results of the School Self-Evaluation (EDS) and education report cards as the basis for the preparation of the RKT program. This shows the existence of a participatory and evidence-based approach (*evidence-based planning*), which is an important foundation in ensuring the effectiveness of planning programs; (2) Finance has a crucial role in the quality of education, because good financial management allows for the effective allocation of resources to support educational programs, ranging from operational financing to improving facilities and human resources. Good financial management includes careful budget planning. Efficient and accountable use of finances, as well as transparency in reporting; and (3) human resources, including teachers and students. At SDN 49 Bengkulu City, education is very determined by the quality of teachers. Some teachers have been given the opportunity to participate in teacher training education and workshops, there has been an improvement in teaching methods, classroom management, and the use of learning media. At the student level; The quality of education also includes the affective and behavioral aspects of students. Student character strengthening programs have been carried out through ceremonial activities, holiday commemorations, and extracurricular

BASED QUALITY IMPROVEMENT MANAGEMENT (MPMBS) AT MTsN IN BENGKULU CITY', *Nuances*, 11.1 (2018), 8–21
<<https://doi.org/10.29300/nuansa.v11i1.1351>>.



activities showing a positive impact on students' attitudes of discipline, responsibility, and social concern.

The results of the evaluation show that there is a participatory and evidence-based approach (*evidence-based planning*), which is an important foundation in ensuring the effectiveness of planning programs, this is supported by Isnatul Bararah (2017) explaining that the effectiveness of planning is able to improve the learning of Islamic religious education.²¹ Properly managed finances can directly improve the quality of education, such as; the quality of learning, innovation and academic and non-academic achievement.²² Human resources, providing opportunities to teachers in training programs and workshops has been proven to improve teaching methods, classroom management, and the use of learning media.²³ The formation of the character of students of Law No. 20 of 2003 concerning the National Education System, namely forming human beings who have faith, piety, and noble character.²⁴

The actual issue of the annual work plan (RKT) program. At the planning level, it is often not on target, as can be seen from the frequent revisions in the implementation of the program. Programs on paper are great,

but they are difficult to implement in the field.²⁵ At the school financial level, it is still difficult Although most of the programs show good quality of implementation, there are some notes that still need attention.²⁶

Annual Work Plan (RKT) Program Process in Improving the Quality of Education

The results of the study show that, the implementation of the annual work program (RKT) at SDN 49 Bengkulu City, in general, shows a fairly positive direction, it can be seen that there is data-based planning, consistent implementation, and encouraging initial results, the RKT program has quite an impact on improving the quality of education as a whole, it is necessary to strengthen the aspects of performance-based monitoring, differentiation of programs according to individual needs, and increase collaboration across stakeholders This is because in the preparation of accreditation there are a lot of important documents that are not found for accreditation requirements, as well as the lack of understanding of administrative staff and teachers about the system to the proper archive, which causes the accreditation assessment to decrease. As an effort to continuously improve, SDN 49 needs to

²¹The Bararah Isnat, "The Effectiveness of Learning Planning in Islamic Religious Education Learning in Junior High School (MUDARRISUNA Journal, 2017).

²²Parida Parida and others, 'School Administration (Financial Administration, Supplies, School-Community Relations)', *Bedelau: Journal of Education and Learning*, 2.1 (2021), 19–33 <<https://doi.org/10.55748/bjel.v2i1.60>>.

²³Mulyasa, E. (2013). *Management and Leadership of the Principal*. Jakarta: Bumi Aksara.

²⁴Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

²⁵Fauqa Nuri Ichsan, 'The Implementation of Educational Planning in Improving the Character of the Nation through Strengthening the Implementation of the Curriculum', *Al-Riwayah: Journal of Education*, 13.2 (2021), 281–300.

²⁶Khairiah Khairiah and Okda Jumanti, 'Analysis of Early Childhood Education Problems "Storytelling, Demonstration and Sociodrama Methods"', *Al-Khair Journal: Management, Education, And Law*, 2.2 (2022), 60 <<https://doi.org/10.29300/kh.v2i2.6110>>.



strengthen the program reflection and evaluation mechanism, increase education staff's understanding of the documentation and accreditation system, and expand collaboration with various stakeholders. RKT as an instrument for annual school planning continues to be developed in an adaptive and responsive manner in order to be able to answer the real needs of education and ensure the sustainability of quality in the long term.

The results of this evaluation show that the work plan program process is able to improve the quality of education. Supported by the results of Hidayat Rizaldi's research (2023), it shows that a conducive learning environment through RKT, such as classroom renovation and the procurement of learning media, also creates a more comfortable and safe learning environment. A supportive physical environment is one of the important factors in improving the quality of education because it has an impact on students' concentration and enthusiasm for learning.²⁷ Parental satisfaction and satisfaction also support the quality of education. The feasibility of an educational unit based on the criteria that have been determined as a result is realized in the form of recognition and feasibility rating in the form of an accreditation certificate issued by an

independent and professional institution.²⁸ Accreditation at the education level is a guarantee that accredited education has met the set quality standards, encourages schools or colleges to continuously make improvements and maintain high quality, and the results of accreditation can be used as a basis for consideration in the transfer of credit to educational institutions, the provision of assistance and allocation of funds, as well as recognition from other bodies or agencies.²⁹ The background of the school accreditation policy in Indonesia is that every citizen has the right to receive quality education. To be able to provide quality education, each educational unit must meet or exceed the standards carried out through accreditation activities on the feasibility of each educational unit/program.³⁰

Actual issues in the process of the year's work program often arise challenges in the implementation and accountability of performance. Key issues include planning synchronization, target uncertainty, and technology integration in monitoring.³¹ Issues in the implementation of the program include; Rigid bureaucracy, integrity and accountability crises, quality of leadership and communication, budget management, these are challenges in budget realization that are

²⁷Hidayat Rizandi and others, 'The Importance of Facilities and Infrastructure Management in Improving the Quality of Education', *Academic: Journal of Islamic Education Management*, 5.1 (2023), 47–59 <<https://doi.org/10.51339/akademika.v5i1.745>>.

²⁸Khairiah¹* and Elvida Sari YUNILAROSI¹ , Irsal¹), 'Challenges in Institutional Accreditation Management (AIPT) and Its Ineffectiveness in Improving the Quality of Islamic Higher Education in Indonesia', *Asian Journal of Human Services*, 2025.

²⁹Mokh. Fakhruddin Siswopranoto, 'Education Quality Standards', *Al-Idaroh: Journal of*

Islamic Education Management Studies, 6.1 (2022), 17–29 <<https://doi.org/10.54437/alidaroh.v6i1.372>>.

³⁰Sutriani and others, 'The Role of Archive Management as a Support in Accreditation Activities in the World of Education', *Social Sciences*, 1 (2024), 332–36 <<https://ojs.daarulhuda.or.id/index.php/Socius/article/view/197>>.

³¹Nur Hidayah, 'Views on the Problem of Low Quality of Education in Indonesia', *Journal of Education and Counseling*, 4.4 (2022), 593–601.



not in line with the physical achievements of the program, showing that there are obstacles in budget management.³²

Annual Work Plan (RKT) Program Products in Education Quality

Quality of education is one of the products of the annual work plan program. The quality of school programs can be evaluated through several dimensions, namely: program planning, content relevance, implementation of activities, results achieved, and sustainability and its impact on the school ecosystem. One of the main indicators of education quality is the improvement of student learning outcomes. Based on the results of the evaluation, the RKT program is as follows: *remedial teaching*, *try out*, as well as tutoring have contributed to the increase in final exam scores, especially in grade VI. Although it is not completely evenly distributed, this trend of increasing scores is a positive indicator of the effectiveness of the program in improving students' cognitive aspects.³³ The quality of education is a benchmark for the success of education implementation which includes the quality of educational inputs, processes, outputs, and outcomes. In the context of SDN 49 Bengkulu City, the quality of education is the main target of the implementation of the programs contained in the Annual Work Plan (RKT). The evaluation of the quality of education includes the level of achievement of the school planning program in improving academic achievement, character building, strengthening teacher competence, and

community satisfaction with school education services.

The successful annual work plan program products can be seen from the role of finance in improving the quality of education; (1) financing of educational programs; well-managed funds are used to run various programs that aim to improve the quality of education such as teacher quality improvement programs, curriculum development, and extracurricular activities; (2) the development of facilities; finance allows schools to invest in better infrastructure, such as building improvements, laboratories, and libraries that all support learning; (3) increasing human resources; funds can be allocated for the professional development of teachers and staff, such as education, training and seminars that will have a direct impact on the quality of teaching; (4) efficiency and effectiveness; Good financial management ensures that every fund is used optimally, avoids waste, and helps schools achieve educational goals efficiently; and (5) accountability and transparency. Transparent reporting to all parties (parents, committees, and government) can increase trust and allow for better evaluation for continuous improvement.³⁴

The actual issue of the year's work plan program products is that there is still an inequality in implementation between classes or between teachers, especially in strengthening literacy and the use of learning media, not all programs are based on the analysis of individual needs of students or teachers, and the internal monitoring and

³²Nining Sartika, Siti Rukiyah, and Missriani Missriani.

³³Ministry of National Education. (2008). Quality Indicators of Primary and Secondary Education. Directorate General of Primary and Secondary Education Management.

³⁴Nasruni1, Sandi Pratama2, and Mamal3, 'Analysis of the Performance of Driving Teachers in Improving the Quality of Education in Muhammadiyah Schools in Makassar City', *Didactic: Journal of Education*, 13.2 (2024), 1879–88.



evaluation mechanism (monev) is still administrative, not fully focused on the impact of learning, and at the human resource level. Participation in external training is still limited, there are still many teachers who have never had the opportunity to participate in training due to budget limitations, resulting in less than optimal teacher professionalism.³⁵

Conclusion

The results of the evaluation of the CIPP model of library program products in increasing students' interest in reading at SDN 49 Bengkulu City, it can be concluded that the implementation of the Annual Work Plan (RKT) at SDN 49 Bengkulu City in general has contributed to improving the quality of education. *First*, the context of the RKT program has included various strategic aspects such as strengthening literacy and numeracy, teacher development, strengthening student character, improving infrastructure, student learning outcomes, and partnerships with the community. Each program showed varied achievements, but overall it has supported the school's efforts in meeting the demands of education quality. *Second*, I put the annual work plan program of several teachers who have participated in training and workshops have an impact on improving the quality of education. Students who have been given character strengthening have shown a positive impact on discipline, responsibility, and social concern. *Third*, the process of implementing the annual plan program is not optimal, it can be seen that school accreditation has decreased, initially the accreditation of school A decreased to school B accreditation. Accreditation is declining. *Fourth*, the product of the RKT program, schools have utilized the results of

the School Self-Evaluation (EDS) and quality report cards as the basis for the preparation of the program, which reflects an *evidence-based approach*. However, there is a disparity in implementation between teachers, limitations in learning differentiation, and a weak monitoring and evaluation system that is more oriented towards learning impact.

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