

## The Use of Electronic Report Cards in The Merdeka Curriculum Within the Sokrates School Information System

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### ABSTRACT

This research explores the implementation of the Electronic Report Card for the Independent Curriculum within the School Information System (SIS) Sokrates at TK Strada. The digital transformation of early childhood education requires a comprehensive approach to student development assessment and reporting. The study employs a descriptive qualitative method, collecting data through observation, interviews, and documentation across three Strada Kindergarten locations. Findings reveal the complexity of electronic report system implementation, with 40% of teachers experiencing initial adaptation difficulties and 70% facing technical challenges. Notably, 100% of respondents reported satisfaction with the system, indicating the success of SIS Sokrates design in meeting the pedagogical needs of the Independent Curriculum. The research uncovers that digital transformation is more than an administrative mechanism replacement, but a reconstruction of educational praxis positioning teachers as agents of change. The SIS Sokrates system successfully accommodates holistic assessment, facilitates individual development, and upholds the spirit of learning freedom. The research findings provide theoretical and practical contributions to developing an information technology-based assessment model responsive to contemporary educational needs.

**Keywords:** *Electronic Report Card, Independent Curriculum, School Information System*

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### INTRODUCTION

The development of information technology has brought significant transformations in the world of education, particularly in the reporting system of student progress. Electronic report cards (e-reports) are increasingly becoming an important instrument in communication between educational institutions and parents, especially at the Early Childhood Education (ECE) level. Perkumpulan Strada, as one of the education service providers in Indonesia, has developed an electronic reporting system that has undergone continuous evolution since 2010. From the beginning, Perkumpulan Strada has

used various digital methods for recording and reporting assessments, starting from the use of Excel worksheets to the development of the School Information System (SIS) Sokrates in May 2018. Collaboration with Binus University enabled the development of a comprehensive system, initially tested in 17 out of 73 Strada schools, covering levels from kindergarten to vocational school.

The development of this e-report system cannot be separated from the context of the COVID-19 pandemic in 2020, which accelerated the digital transformation in education. That period required teachers to be able to provide online teaching and still be accountable for learning through the Online Child Development Achievement Report (LPPA).

This research is built upon the urgent need to comprehensively understand the dynamics of implementing electronic report cards within the context of the independent curriculum. The main focus of the research lies in a deep exploration of how the SIS Sokrates system can be integrated with the independent curriculum and to what extent the system is effective in supporting the assessment and reporting process of student development at TK Strada Branch North-East Jakarta. The fundamental question to be answered is how the mechanism of implementing the independent curriculum in electronic reports can be optimized and what factors influence the effectiveness of using the school information system in the context of early childhood education assessment.

This research aims to conduct a comprehensive analysis of the implementation of the independent curriculum within the SIS Sokrates electronic report card system, with a primary focus on an in-depth evaluation of the system's effectiveness in supporting the assessment and reporting processes of student development. Specifically, the research will explore the mechanisms of integrating the independent curriculum into the electronic report card system, identify the challenges and opportunities that arise during the implementation process, and generate strategic recommendations for the development and refinement of the system in the future. Through this approach, the research is expected to provide theoretical and practical contributions to the development of technology-based assessment models that are responsive to contemporary educational needs..

This research is expected to make significant contributions in three main areas: practical, academic, and pedagogical. At the practical level, the research will provide in-depth insights for TK Perkumpulan Strada Cabang Jakarta Utara-Timur on the effectiveness of electronic reports in the independent curriculum, which can subsequently be used to design more comprehensive system development strategies. For teachers and educators, this research will provide a more nuanced understanding of the potential of information technology in supporting the assessment and reporting processes of student development.

For parents, this research will open up a broader understanding of digital reporting mechanisms, encouraging their active involvement in the child education ecosystem. In the theoretical realm, this research is expected to make a substantial contribution to the development of innovative and effective electronic report card models, particularly in the context of early childhood education. By conducting an in-depth exploration of the SIS

Sokrates system, this research not only examines the technology but also contributes to shaping the theoretical landscape of digital transformation in contemporary educational assessment systems.

The report card is a fundamental instrument in educational documentation that has undergone significant transformation with the advancement of technology. Traditionally, a report card is a collection of student grades processed as an important means of communication between teachers and students' parents. In the context of contemporary education, report cards are not merely static documents, but dynamic media for measuring and communicating student achievements. Based on the Minister of Education and Culture Regulation Number 23 of 2016 concerning Education Assessment Standards, educational assessment in primary and secondary education includes the assessment of learning outcomes conducted by educators, educational units, and the government (Kemendikbud, 2016). This comprehensive definition emphasizes the complexity of the educational assessment process.

Electronic report, or Child Development Achievement Report (CDAR), is a digital evolution of the traditional report card concept. Through a digital platform, reports can be delivered online to parents, providing greater accessibility and transparency. Rifki Yudiantara stated that the development of a web-based system has advantages in terms of ease of implementation, maintenance, system creation, and information accessibility (Damayanti et al., 2022).

The curriculum is a fundamental framework that guides the educational process. Law Number 20 of 2003 on the National Education System defines the curriculum as a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals (Al, 2003).

Regulation of the Minister of Education, Culture, Research, and Technology No. 12 of 2024 provides a contemporary interpretation of the Merdeka Curriculum. This curriculum is designed to provide flexibility and focus on essential materials to develop students' competencies as lifelong learners with Pancasila character (Kemendikbud, 2022). The Ministerial Regulation also details the implementation of the Merdeka Curriculum and the transition provisions from the 2013 Curriculum.

Research Titi Kurniati and colleagues revealed the significance of using SapKur and e-report in learning evaluation. Their study shows that Information and Communication Technology-Based Learning in the Era of the Industrial Revolution 4.0 greatly assists subject teachers, homeroom teachers, and school authorities in processing grade data (Kurniati & Wiyani, 2022).

Faradina Milla Maula and her colleagues conducted an in-depth literature review on the application of electronic report cards. They confirmed the positive results of using the E-Rapor application in advancing the learning process and broader educational activities. This research emphasizes that the success of implementation requires careful

consideration of internal and external factors that influence the operational framework of E-Rapor (Maula et al., 2024).

## **METHOD**

This research has a comprehensive objective to explore the use of Electronic Report Cards in the Sokrates School Information System (SIS) within the Kindergarten environment. In general, the research aims to identify the factors that influence the effectiveness of using the SIS Sokrates Electronic Report in the context of the Merdeka Curriculum.

The specific objectives of the research encompass several specific aspects. First, the research aims to uncover the obstacles faced by teachers in the process of filling out electronic report cards in the Merdeka Curriculum. Second, the research will evaluate the level of effectiveness of teachers in using the electronic report card. Third, the research will conduct an in-depth evaluation of the electronic report card filling process. Finally, the research aims to formulate comprehensive practical recommendations for parents, educators, and education practitioners to enhance the implementation of the SIS Sokrates Electronic Report Card.

This research uses a descriptive method with a qualitative approach. The descriptive method was chosen to collect data that can test hypotheses or answer questions related to the opinions of research subjects on specific issues (Agama et al., 2022). The qualitative approach allows researchers to collect and analyze data through in-depth observation, interviews, and document studies. Qualitative research provides ample space for researchers to understand phenomena holistically, with a focus on the natural context of the research subjects. This method allows for an in-depth exploration of teachers' experiences, perceptions, and practices in implementing the Electronic Report of the Independent Curriculum.

## **FINDING AND DISCUSSION**

### **RESEARCH RESULT**

The transformation of early childhood education in the digital era demands systematic innovation in assessment and reporting mechanisms. The Strada Association, through the implementation of the School Information System (SIS) Sokrates, demonstrates a progressive commitment to adapting the Merdeka Curriculum within the framework of educational technology. This research explores the complexities of the electronic report card implementation process, with a deep focus on the dynamics of teacher adaptation, technical challenges, and the pedagogical implications of the new system.

**Table 1. Implementation Response Distribution**

<b>Implementation Aspects</b>	<b>Number of Respondents</b>	<b>Percentage</b>
<b>Early Adaptation is Difficult</b>	4	40%
<b>Easy Adaptation</b>	6	60%
<b>Technical Constraints</b>	7	70%
<b>System Satisfaction</b>	10	100%

This research reveals significant findings regarding the implementation of the Electronic Report Card within the School Information System (SIS) Sokrates at TK Strada North-East Jakarta Branch. From the collected data, it was found that 40% of teachers experienced difficulties in the initial adaptation to this new system. This indicates that while technology can offer many benefits, the transition from traditional assessment methods to a digital system does not always proceed smoothly. These difficulties may be attributed to a lack of prior experience with technology, necessitating more intensive training and support.

Furthermore, 70% of respondents reported facing technical challenges, particularly related to technology infrastructure and internet quality. These challenges represent a major hurdle in the implementation of the system, highlighting that the success of educational technology heavily depends on the readiness of the existing infrastructure. Variations in network quality among school locations also create different dynamics in user experience, which can affect the overall effectiveness of the system.

Despite the challenges faced, the research findings indicate that 100% of respondents were satisfied with the implemented system. This satisfaction reflects the success of the SIS Sokrates design in meeting the pedagogical and administrative needs expected by users. It shows that even with difficulties in adaptation and technical challenges, the system is capable of providing a positive experience for both teachers and students.

The research also emphasizes the importance of institutional support in the successful implementation of the Electronic Report Card. Perkumpulan Strada not only provides technological infrastructure but also creates a sustainable professional development ecosystem. Regular training and technical assistance are crucial mechanisms that help teachers adapt to the new system, thereby enhancing the effectiveness of the use of the Electronic Report Card in the assessment process.

In the context of implementing electronic report cards, this philosophy is translated through a more holistic, dynamic, and competency-based assessment system.

This transformation process brings its own complexities, especially during the adaptation phase experienced by educators. The research findings reveal that 40% of respondents experienced initial adaptation difficulties, while the other 60% found the adaptation process relatively easy.

This figure reflects the heterogeneity of digital competence and teachers' openness to technological innovation. (Kusumawardhani et al., 2024) in their study emphasize that the transition of technology in education always involves complex psychological dimensions, where individual teacher factors play a critical role. Digital competence becomes a fundamental variable in the success of implementation. (Hidayat et al., 2024) in their research emphasize that teacher technology literacy is not merely the technical ability to operate systems, but rather the conceptual capacity to understand and transform pedagogical practices. At Strada Kindergarten, the variation in teachers' digital skills creates a diverse adaptation ecosystem, where some educators quickly adopt new systems, while others require intensive support.

Overall, the results of this research provide significant contributions to the development of an information technology-based assessment model that is responsive to contemporary educational needs. By identifying the challenges and opportunities in the implementation of the Electronic Report Card, this research can serve as a reference for other educational institutions looking to undergo digital transformation in their assessment systems. The implementation of the Merdeka Curriculum through the electronic report card system at TK Strada Branch North-East Jakarta represents a fundamental transformation in the approach to early childhood education assessment. This process is not merely a replacement of administrative mechanisms, but rather a comprehensive reflection of the evolution of educational paradigms that place flexibility and character development as core values. Permendikbud No.12 of 2024 defines the Merdeka Curriculum as an educational framework that provides broader space for students to develop their individual potential.

## **DISCUSSION**

The discussion of the research results highlights the complexity of implementing the Electronic Report Card within the context of the Independent Curriculum. The transformation of early childhood education in the digital era demands systematic innovation in assessment and reporting mechanisms. This research shows that the success of the implementation does not solely depend on the technology used but also on the readiness and competence of teachers in operating the system. The heterogeneity of digital competencies among teachers creates unique challenges, where some teachers can adapt quickly, while others require more support.

The SIS Sokrates system, developed by Perkumpulan Strada, demonstrates a commitment to integrating technology into education. However, the technical challenges faced by 70% of respondents indicate that inadequate technology infrastructure can hinder the effectiveness of the system. Therefore, it is essential to invest in infrastructure

development, including improving internet quality and ensuring adequate device availability.

From a pedagogical perspective, this research emphasizes that the Electronic Report Card is not just an administrative tool but also a platform that supports comprehensive and holistic assessment. By accommodating competency-based assessments, this system allows teachers to better understand the individual development of students. This aligns with the spirit of the Independent Curriculum, which emphasizes flexibility and the development of student character.

Additionally, strong institutional support is a key factor in the success of the implementation. Continuous training and technical assistance provided by Perkumpulan Strada help teachers overcome the difficulties they face. This indicates that digital transformation in education requires a systemic and humanistic approach, where teachers are positioned as agents of change in the learning process.

The Strada Association demonstrates proactive leadership in transitioning the system. Since 2018, they have gradually developed the School Information System (SIS) Sokrates, starting from the experimental stage at TK Santa Anna to expansion in other kindergartens. This phased approach allows for continuous organizational learning, where each challenge is turned into an opportunity for systemic improvement. Technical constraints identified by 70% of respondents indicate the complexity of implementing the school information system. Technology infrastructure, especially the quality of internet networks and the availability of devices, has become a critical point.

Technical constraints identified by 70% of respondents indicate the complexity of implementing the school information system. Technology infrastructure, especially the quality of internet networks and the availability of devices, has become a critical point. (Habibah & Soenaria, 2024) in their research emphasize the direct correlation between infrastructure quality and the effectiveness of the electronic reporting system. At Strada Kindergarten, the differences in infrastructure capacity between schools - from the relatively established Santa Anna Kindergarten to the Santa Clara Kindergarten with limited connectivity - create unique implementation dynamics. The design of the Sokrates SIS demonstrates excellence in accommodating the needs of the Merdeka Curriculum. The system is not merely an administrative tool, but a pedagogical platform that facilitates comprehensive assessment.

It is interesting to note that despite facing various challenges, 100% of respondents reported satisfaction with the system. This indicates the success of the Sokrates SIS design in meeting user needs. (Siarmasa et al., 2023) in their study emphasize that user satisfaction is a key indicator of the success of information system adoption, especially in the context of education.

Institutional support is a crucial factor in the success of implementation. The Strada Association does not merely provide technological infrastructure, but rather creates an ecosystem for sustainable professional development. Periodic training, technical

mentoring, and pedagogical reflection spaces become mechanisms that facilitate teachers' transition to the digital paradigm.

The implications of this research go beyond mere technical evaluation. The findings underscore the importance of a systemic and humanistic approach in the implementation of educational technology. Digital transformation is not just about replacing devices, but rather reconstructing pedagogical practices that position teachers as agents of change. The implementation of the Merdeka Curriculum through electronic report cards at TK Strada Jakarta North-East Branch showcases the complexity of educational transformation in the digital era. Success is not measured by the perfection of technology, but rather by the system's capacity to accommodate diversity, facilitate individual development, and uphold the spirit of learning independence.

Finally, this research provides strategic recommendations for the development and refinement of the system in the future. The development of continuous digital training programs, improvements in technology infrastructure, and the development of adaptive features in SIS Sokrates are steps that can be taken to enhance the effectiveness of the implementation of the Electronic Report Card. Thus, this research not only provides insights into the challenges faced but also offers practical solutions to improve the assessment system in early childhood education

## **CONCLUSION**

The implementation of the Electronic Report Card for the Independent Curriculum through the School Information System (SIS) Sokrates at TK Strada Branch North-East Jakarta represents a fundamental transformation in the approach to early childhood education assessment. The research reveals that this transformation is not merely a change in administrative mechanisms, but rather a comprehensive reflection of the evolution of educational paradigms that place flexibility, individual character development, and technological empowerment as core values. The research findings indicate the complexity of the adaptation process, with 40% of teachers experiencing initial difficulties and the remaining 60% relatively easily adapting, reflecting the heterogeneity of digital competencies and openness to technological innovations.

The SIS Sokrates system demonstrates excellence in accommodating the needs of the Merdeka Curriculum, functioning not merely as an administrative tool, but as a pedagogical platform that facilitates comprehensive and holistic assessments. The research identified that 70% of respondents faced technical obstacles, particularly related to technology infrastructure and internet network quality, which became critical points in the implementation of the school information system. Nevertheless, the fact that 100% of respondents reported satisfaction with the system indicates the success of the Sokrates SIS design in meeting user needs and creating an assessment experience that is responsive to contemporary educational needs.

This research emphasizes that digital transformation in education is not merely a change of devices, but a reconstruction of pedagogical practices that positions teachers as agents of change. The Strada Association has demonstrated a proactive and systematic approach by gradually developing SIS Sokrates since 2018, enabling sustainable organizational learning. The success of implementing the Merdeka Curriculum through electronic reports is not measured by the perfection of technology, but by the system's capacity to accommodate diversity, facilitate individual development, and uphold the spirit of learning independence.

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