

Implementation the IRB (Identify, Reflect, Improve) Approach through the Education Report to Enhance Literacy at SDN 223 Palembang

Fidya Junisya¹

¹Universitas PGRI Palembang

*Corresponding author: fidyajunisya11@gmail.com

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendekatan IRB (Identifikasi, Refleksi, Perbaikan) melalui Laporan Pendidikan sebagai strategi peningkatan literasi di SDN 223 Palembang. Pendekatan IRB diterapkan sebagai strategi peningkatan mutu sekolah berbasis data dengan memanfaatkan hasil Laporan Pendidikan. Penelitian ini menggunakan metode kualitatif deskriptif dengan data yang dikumpulkan melalui wawancara, observasi, dan dokumentasi. Subjek penelitian terdiri dari kepala sekolah, guru, dan staf administrasi. Temuan menunjukkan bahwa pendekatan IRB diimplementasikan secara sistematis melalui tiga fase utama: identifikasi, refleksi, dan perbaikan. Implementasi tersebut berdampak positif pada penguatan budaya literasi siswa dan kesadaran guru dalam memanfaatkan data sebagai dasar perencanaan. Penelitian ini merekomendasikan dukungan peningkatan kapasitas berkelanjutan bagi sekolah dalam menggunakan Laporan Pendidikan dan meningkatkan keterampilan guru dalam mengelola program literasi berbasis data.

Kata kunci: IRB, Laporan Pendidikan, Literasi, Implementasi, SDN 223 Palembang

Abstract

This study aims to describe the implementation of the IRB (Identify, Reflect, Improve) approach through the Education Report as a strategy to enhance literacy at SDN 223 Palembang. The IRB approach is applied as a data-driven school quality improvement strategy by utilizing the Education Report outcomes. This research employs a descriptive qualitative method with data collected through interviews, observations, and documentation. Research subjects consist of the school principal, teachers, and administrative staff. The findings indicate that the IRB approach is implemented systematically through three main phases: identification, reflection, and improvement. The implementation positively impacts the strengthening of students' literacy culture and teachers' awareness in utilizing data as a basis for planning. The study recommends continuous capacity-building support for schools in using the Education Report and improving teachers' skills in managing data-based literacy programs.

Keywords: IRB, Education Report, Literacy, Implementation, SDN 223 Palembang

1. INTRODUCTION

Enhancing the quality of primary education in Indonesia necessitates the establishment of an objective, data-driven, and sustainable school development system. In response to this need, the Ministry of Education, Culture, Research, and Technology introduced the Education Report as a strategic instrument for assessing student learning outcomes and key school performance indicators (Carter, 2023 ; Ardoin, et al., 2020; Zulkifli, et al., 2022). Despite its potential as an evidence-based planning tool, the Education Report has frequently been underutilized in school-level decision-making and improvement initiatives.

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To optimize its function, the IRB (Identify, Reflect, Improve) framework was developed as a structured mechanism for translating Education Report findings into targeted action. The IRB model moves schools beyond surface-level problem identification by guiding them through systematic reflection on root causes and the formulation of contextually appropriate improvement strategies (Kanter & Villagra, 2020; Paludo & Montresor, 2024; Gulsanam, 2024).

At SDN 223 Palembang, the IRB framework has been adopted to address concerns regarding low literacy achievement as indicated in the 2024 Education Report and National Assessment data. Given that literacy constitutes a foundational competency underpinning overall academic success, strengthening students' literacy skills has been positioned as a central priority within the school's development agenda (Rokhyati, 2024; Ummah, 2019; Susanta, et al., 2023)

This study seeks to examine the implementation of the IRB approach in enhancing literacy outcomes at SDN 223 Palembang, focusing specifically on processes of planning, implementation, supervision, and follow-up evaluation. The findings are expected to offer a replicable model for other schools seeking to leverage Education Report data more effectively in pursuit of continuous quality improvement (Song, et al., 2024; Alves, et al., 2020; Rokhyati, 2024).

2. LITERATURE REVIEW

2.1 IRB Approach within the Education Report Framework

The IRB (Identify, Reflect, Improve) model constitutes a systematic, data-driven school development cycle structured around three interrelated phases: identification, reflection, and improvement. As outlined by the Ministry of Education (2023), the identification phase entails a rigorous analysis of Education Report data to pinpoint performance gaps and emerging challenges (Kemdikbudristek, 2022; Khalifa, et al., 2023). The reflection phase moves beyond surface-level diagnosis by critically examining underlying causes, contextual dynamics, and institutional factors in order to establish strategic priorities. The improvement phase operationalizes these insights through the implementation of targeted programs and interventions. Collectively, the IRB framework institutionalizes a continuous improvement process anchored in empirical evidence and structured professional inquiry (Nugraha & Suyatmin, 2021; Prayudha, 2023).

2.2 Conceptual Foundations of School Literacy

Literacy encompasses the capacity to comprehend, interpret, evaluate, and effectively utilize information across multiple formats and contexts. The OECD (2021) conceptualizes literacy as extending beyond basic decoding skills to include higher-order cognitive competencies such as critical thinking, analysis, and problem-solving (Genc & Erbas, 2019 ; Haug & Mork, 2021; Gabinete & Salvador, 2023). Within primary education settings, literacy development integrates foundational reading and writing proficiency with reflective and interpretive thinking abilities (Ministry of Education, 2022). As a core academic competency, literacy serves as a prerequisite for success across subject areas and as a cornerstone of lifelong learning (Nobutoshi, 2023).

2.3 Strategic Utilization of the Education Report

The Education Report operates as a comprehensive diagnostic instrument designed to assess school performance and student learning outcomes. Its systematic application enables schools to identify areas of underperformance, establish evidence-based priorities, and monitor progress over time (Pusmendik, 2023). When strategically integrated with the IRB framework, the Education Report transcends its function as a reporting mechanism and becomes a catalyst for reflective practice, data-informed planning, and sustained institutional improvement. This integration strengthens schools' capacity to engage in continuous quality enhancement grounded in measurable evidence and collaborative analysis (González Del Campo, et al., 2020; Andayani, et al., 2024; Yang, et al., 2024).

3. METHOD

This study adopts a descriptive qualitative research design aimed at generating an in-depth understanding of how the IRB approach is implemented in strengthening school literacy. The research was carried out at SDN 223 Palembang during the 2024/2025 academic year. Participants were purposively selected based on their direct involvement in school planning and literacy initiatives, including the principal, the vice principal for curriculum, three classroom teachers, and administrative personnel (Rahmawati, 2022; Syaifudin, 2024; Pollock, et al., 2023).

Data collection employed multiple qualitative techniques to ensure comprehensive insight. These included in-depth, semi-structured interviews to capture participants' perspectives and experiences; direct observations of literacy-related activities to examine implementation practices in authentic contexts; and document analysis of key institutional records, such as the Education Report, the school budget plan (RKAS), and official literacy program reports. The integration of these data sources enabled a holistic examination of both policy-level planning and classroom-level practice (Melvina, et al., 2021; Kustyarini & Umamy, 2024; Keeley, et al., 2019).

Data analysis followed the interactive model proposed by Miles and Huberman , encompassing three concurrent processes: data reduction, data display, and conclusion drawing and verification. Data reduction involved organizing, coding, and condensing raw data into meaningful categories; data display facilitated the identification of patterns and relationships through matrices and thematic organization; and conclusion drawing entailed interpreting findings while continuously verifying them against emerging evidence (Susanto, et al., 2020; Ayu, et al., 2023). To enhance the credibility and trustworthiness of the findings, data validity was established through triangulation of both sources and methods, ensuring consistency and convergence across interviews, observations, and documentary evidence (Kanter & Villagra, 2020; D. Susanto, et al., 2023; Khadafi, 2021).

4. RESULT AND DISCUSSION

Result

4.1 Implementation of the IRB (Identify, Reflect, Improve) Approach Through the Education Report to Enhance Literacy at SDN 223 Palembang

Based on data obtained through in-depth interviews, observations, and document analysis, the implementation of the IRB (Identify, Reflect, Improve) approach at SDN 223 Palembang was conducted systematically and collaboratively. The findings demonstrate that

the IRB approach functioned as a structured framework guiding the school in utilizing the Education Report as an evidence-based foundation for literacy improvement.

A. Identify Stage: Data-Based Problem Mapping

At the identification stage, the school leadership team analyzed the 2024 Education Report issued by the Ministry of Education. Document analysis revealed that students' reading literacy achievement was categorized as below the expected minimum competency level. Interview data with the principal and vice principal for curriculum confirmed that literacy indicators, particularly reading comprehension and reading interest, showed stagnation compared to the previous academic year.

Classroom observations further supported these findings. During reading sessions, several students demonstrated limited vocabulary mastery, low engagement in reading activities, and difficulty in summarizing texts. Teachers also reported limited availability of attractive and level-appropriate reading materials. Administrative documents such as the RKAS (School Budget Plan) indicated that literacy programs had not previously been prioritized in budget allocation.

Through this identification process, the school concluded that literacy challenges were rooted in three main issues:

1. Low student reading motivation and habit.
2. Limited literacy-supporting facilities and materials.
3. Insufficient teacher professional development related to literacy instruction.

This stage reflects how the Education Report was not merely treated as administrative data but as diagnostic evidence guiding school planning.

B. Reflect Stage: Collaborative Evaluation and Root Cause Analysis

The reflection stage was conducted through structured evaluation meetings involving the principal, vice principal, classroom teachers, and administrative staff. Interview data revealed that reflection meetings were organized after the Education Report analysis and integrated into the School Work Plan discussion.

During reflection sessions, participants discussed internal and external factors influencing literacy performance. Teachers acknowledged that literacy activities were often limited to textbook-based reading tasks without variation in strategy. Observation data confirmed that reading activities were predominantly silent reading without follow-up discussion or interactive engagement.

Teachers also expressed the need for training in implementing interactive reading strategies, such as guided reading, storytelling techniques, and questioning strategies that stimulate critical thinking. Administrative staff emphasized that literacy had not been systematically integrated into school-wide programs.

From the reflection process, the school identified priority actions:

- Strengthening classroom-based literacy culture.
- Increasing teacher competence in literacy pedagogy.
- Providing accessible and attractive reading spaces.

The reflection stage demonstrated collaborative decision-making and participatory leadership, where all stakeholders contributed to diagnosing root causes before determining improvement strategies.

C. Improve Stage: Program Implementation and Strategic Action

Based on identification and reflection findings, SDN 223 Palembang implemented several literacy enhancement programs during the 2024/2025 academic year.

1. **Morning Literacy Movement (Gerakan Literasi Pagi)**
Conducted every Tuesday and Thursday before formal lessons begin. Observation data showed students engaged in 15–20 minutes of structured reading activities, followed by brief reflection or storytelling sessions. Teachers guided discussions to ensure comprehension rather than passive reading.
2. **Classroom Literacy Corners**
Each classroom established a reading corner equipped with storybooks, short novels, comics, and thematic reading materials adjusted to grade level. Document analysis of RKAS confirmed reallocation of funds to support book procurement. Observations indicated increased student visits to reading corners during break time.
3. **“One Day One Story” Program (Lower Grades)**
For grades 1–3, teachers implemented daily storytelling sessions. Interviews revealed that this strategy aimed to build early reading interest and listening comprehension. Students were encouraged to retell stories in their own words to strengthen comprehension and confidence.
4. **Teacher Training on Interactive Reading Strategies**
The school organized internal professional development sessions focusing on questioning techniques, shared reading, and literacy integration across subjects. Teachers reported increased awareness of varied literacy strategies and began incorporating discussion-based reading tasks.

D. Impact of IRB Implementation on School Literacy Culture

Data triangulation from interviews, observations, and documentation indicated several positive developments:

- Increased student participation during reading sessions.
- Greater student enthusiasm toward borrowing books.
- More structured literacy planning integrated into school programs.
- Stronger alignment between Education Report findings and school action plans.

Although quantitative literacy achievement improvement requires longitudinal measurement, qualitative indicators suggest strengthened literacy culture and improved instructional practices.

Discussion

The findings of this study indicate that the implementation of the IRB (Identify, Reflect, Improve) approach at SDN 223 Palembang represents a form of data-driven school improvement aligned with the policy direction of the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia through the Kurikulum Merdeka framework, which emphasizes the use of the Education Report as a foundation for continuous improvement (Kemdikbudristek, 2022). At the identification stage, the school systematically analyzed the Education Report to diagnose students’ reading literacy performance. This practice reflects an evidence-based planning model in which institutional data are transformed into strategic decisions rather than treated merely as administrative documentation. González Del Campo, Gazzola, and Onyango (2020) highlight that evaluation instruments become meaningful when

integrated into sustainable development planning processes. Similarly, Khalifa, Alrasheed, and Aldada (2023) argue that quality education within the Sustainable Development Goals framework requires structured monitoring and responsive institutional action. Thus, the identification stage demonstrates how literacy challenges were framed within a broader accountability and quality assurance perspective.

The reflection stage further strengthened the improvement cycle by fostering collaborative analysis among the principal, vice principal, teachers, and administrative staff. This reflective dialogue aligns with Nobutoshi's (2023) assertion that metacognitive and reflective practices enhance critical institutional decision-making. Through structured evaluation meetings, stakeholders examined not only student outcomes but also instructional strategies, teacher preparedness, and resource allocation. Teachers acknowledged limited variation in literacy instruction and insufficient professional training in interactive reading strategies. This finding resonates with Haug and Mork (2021), who emphasize that educational reforms require sustained professional development to translate policy vision into classroom practice. Moreover, Carter (2023) underlines the importance of guided support in developing teachers' competence in reading instruction, particularly in strengthening pedagogical awareness. The reflection phase therefore functioned as a professional learning space that connected performance data with instructional improvement.

At the improvement stage, the implementation of structured literacy programs such as the Morning Literacy Movement, Classroom Literacy Corners, and "One Day One Story" activities demonstrated the operationalization of reflective findings into concrete action. These initiatives reflect innovative instructional adaptation at the school level. Keeley et al. (2019) argue that innovation in organizations often involves reconfiguring processes and experiences rather than merely introducing new products. In this context, SDN 223 Palembang redesigned learning routines and physical spaces to cultivate a literacy-supportive environment. The emphasis on interactive reading strategies and storytelling also aligns with Kustyarini and Umamy (2024), who stress the importance of psychosocial and humanistic approaches in literacy-based language learning to foster engagement and meaning-making.

Furthermore, the enhancement of teacher competence through internal training activities supports Andayani, Noor, and Subandowo's (2024) argument that professional competency development significantly contributes to student-centered learning implementation. Literacy improvement cannot rely solely on student-targeted programs; it requires strengthening teachers' pedagogical literacy, as also highlighted by Rokhyati (2024) in relation to assessment literacy. The integration of structured reading discussions, questioning strategies, and follow-up reflections during literacy sessions indicates a shift from passive reading to active meaning construction. This transformation is consistent with Ayu, Suharno, and Suryandari's (2023) findings that structured media-based and reflective activities enhance students' creative and critical thinking skills.

The findings also suggest that the IRB approach contributes to fostering a sustainable literacy culture within the school. By institutionalizing reflection meetings and integrating literacy priorities into planning documents such as the RKAS, the school established a cyclical improvement mechanism. Susanto, Risnita, and Jailani (2023) emphasize that credibility in qualitative educational improvement lies in systematic validation and triangulation, which was reflected in the alignment between interviews, observations, and documentation in this study. In addition, Susanto, Rachmadtullah, and Rachbini (2020) note that effective pedagogical models combine technological, managerial, and instructional

dimensions an integration that becomes visible in the structured yet adaptive implementation of literacy programs at the school.

Overall, the discussion demonstrates that the IRB (Identify, Reflect, Improve) approach functions not merely as a procedural framework but as a transformative model that integrates data analysis, collaborative reflection, professional development, and instructional innovation. Through this structured cycle, SDN 223 Palembang was able to translate Education Report findings into strategic literacy interventions, thereby strengthening both instructional quality and institutional learning culture.

4. CONCLUSION

The implementation of the IRB (Identify, Reflect, Improve) approach in utilizing the Education Report at SDN 223 Palembang demonstrates that a structured, data-driven development cycle can effectively support school quality improvement. Through systematic identification of literacy-related challenges, critical reflection on underlying causes, and targeted improvement strategies, the school was able to design and implement evidence-based literacy programs. These initiatives contributed to increased student reading interest and strengthened teachers' awareness and capacity in using data to inform instructional decisions. The findings indicate that the IRB framework provides a practical and replicable model for translating Education Report data into meaningful school improvement actions. Therefore, it is recommended that other schools adopt the IRB approach to optimize the follow-up of Education Report results. In addition, sustained support from local government is essential to ensure program continuity, while ongoing professional development is necessary to enhance teachers' competencies in managing and implementing data-driven literacy initiatives.

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