

## The Impact of Digital Culture in the Curriculum 2013 Report Card Processing Process in Elementary Schools

Sriwati Sriwati

Universitas Langlang Buana, Bandung

---

### ARTICLE INFO

#### Keywords:

Digital Culture, Report Card, Curriculum 2013

---

#### Email :

sriwatilingga.39@gmail.com

---

### ABSTRACT

SDN Sukaasih 1 is one of the elementary schools in the Pasarkemis sub-district, Tangerang Regency, which has applied the Curriculum 2013 learning. The data processing uses the K13 report card application based on Microsoft Excel. The purpose of this study was to determine the impact of digital culture in the process of processing Curriculum 2013 (K13) report cards at SDN Sukaasih 1. The method used in this research is a descriptive method with a qualitative approach. Techniques of collecting data through observation, interviews, and documentation studies. The number of informants in the research was one person who was a teacher and homeroom teacher at SDN Sukaasih 1. The results showed that the impact of digital culture in the processing of K13 report cards, namely, teachers were encouraged or motivated to understand science and technology better; Increasing the quality of human resources through the development and use of information and communication technology; Utilizing K13 Report Card Processing can make it easier for teachers/homeroom teachers to make student report cards; Administrative grades are tidier, more organized in 1 folder, which is usually handwritten in several book notes. The growth of innovation in various fields that are oriented towards digital technology which facilitates the process of work

Copyright © 2022 JU-PENDI.

All rights reserved is Licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License \(CC BY-NC 4.0\)](#)

---

### INTRODUCTION

Along with the advancement of technology in various fields, which never dies, humans don't stop to study it, because more and more technological advances continue to develop rapidly, one example is computers. The computer is a means to get the job done quickly and efficiently. In Indonesia, the development of computer technology has become an important matter. This technology is even used in various fields, one of which is in the field of education. With a computer, the school management system can be done more practically and of course with many advantages, for example in providing an assessment of student learning outcomes in schools.

The 2013 curriculum is a new curriculum that applies to the current education system in which there is a lot of data as a parameter for student assessment (Huda & Siska, 2020). The learning process in the Curriculum 2013 (K13) is an attempt to achieve the Basic Competences formulated in the curriculum. Meanwhile assessment activities are carried out to measure and assess the level of attainment of Basic Competence. Assessment is also used to determine the strengths and weaknesses in the learning process so that it can be used as material for making decisions and improving the learning process that has been carried out. This educational assessment is the process of gathering and managing information to determine the achievement of student learning outcomes. One form of presentation of the results of another assessment is a report card.

The preparation of report cards requires a lot of time and effort. This is because the report cards are prepared manually, namely by writing student report cards one by one. The subject teacher calculates several grades such as test scores, midterm tests, final semester exams so that the final semester grades are obtained which will then be included in the report card. In addition, the

summation of students' final grades and the assignment of end-of-semester ratings on report cards are still done manually by the school.

SDN Sukaasih 1 is one of the elementary schools in Pasarkemis sub-district, Tangerang Regency which has implemented Curriculum 2013 learning. This data processing uses the Microsoft Excel-based K13 report card application, namely each subject teacher writes student grades onto sheets of paper which are then deposited to the homeroom teacher. then the homeroom teacher enters the grades into Microsoft Excel which will be printed in the form of a report card and then submits the grades to the deputy head of curriculum. Therefore, it is necessary to conduct research on the impact of processing K13 report cards that have been carried out. Thus the aim of this research is to find out the path of digital culture in the process of processing K13 report cards at SDN Sukaasih 1.

### METHOD

In this research, the researcher uses descriptive method with a qualitative approach. According to Sukmadinata (2011), qualitative descriptive research is intended to describe and illustrate existing phenomena, both natural and human-made, which pay more attention to characteristics, quality, interrelationships between activities. The data sources used are primary data and secondary data. Primary data is a source of data that directly provides data to data collectors. As for secondary data, they are sources that do not directly provide data to data collectors (Sugiyono, 2017; Yulianah, 2022). Primary data collected by researchers to answer research questions. In this study, the answers to the primary data were obtained from interviews with teachers at SDN Sukaasih 1. Secondary data were obtained by researchers from other people or data that were not directly related to the original source. However, it has something to do with the discussion of the research title. Such as books, journals, notes, and documents. Data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data (Sugiyono, 2012). As for the data collection techniques used in this study, namely observation, document review and interviews. Researchers used semi-structured interviews (in-depth interviews) using an interview guide. There was one informant in the study who was a teacher and homeroom teacher for grade 4 at SDN Suka Asih 1 with the initials SK. The data analysis technique used is data collection, data reduction, data presentation and verification or conclusion drawing (Sugiyono, 2017).

One of the contents of this literature review is about several previous scientific works that have the same theme as the research that the author has done. Both in terms of variables/ research focus or it could also be related to research methodology. As for some of the research related to the research topic presented, namely: first, Hasnan Zuhri Fadlansyah (2019) in his research entitled "Design and Build a Web-Based 2013 Curriculum Student Report Card Value Processing System (Case Study of SMK Negeri 1 Sedayu)" This study aims to (1) designing and developing an information system for processing value data in the 2013 curriculum "E-Report" for Vocational High Schools (SMK), (2) providing information quickly to teachers, homeroom teachers, principals and school students. The research method used is Research and Development (R&D) and the procedures used in developing this information system use the ADDIE development model, which is carried out through 5 stages, namely the analysis stage, the design stage, the development stage, the implementation (implementation) and evaluation stage (evaluation). The results of this study are in the form of a system that can display information on student scores accompanied by information on the Minimum Mastery Criteria (KKM) scores along with a description of learning outcomes. The value information conveyed aims to find out whether the student's pass grade reaches the KKM for each subject or not. So that if there is a decrease in grades in each subject, students can improve their learning outcomes for the following semester.

Second, Hesty and Retno (2017) and Hermawan et al (2022) in their research entitled "Application System for Processing Reports in Tangjunganom 2 Elementary School, Tangjunganom Nganjuk District." The objective of this research is to develop a computerized value processing application. Efforts in data and information processing will be successful with better changes to the existing system (Microsot Excel). The application for processing report cards for Tangjunganom 2 Public Elementary School, Tangjunganom District, Nganjuk Regency is an application that handles the processing of K13 report cards which have many subject components that are obtained by students at Tangjunganom 2 Elementary School. This value processing includes spiritual, social, knowledge assessment per Basic Competency and Basic Competence Skill , including student extra-curricular activities, personality and student absences. In this application there is also data collection needed in the processing of grades, namely data collection on students, teachers, subjects, classes and extra-curricular. This application was developed by using Microsoft excel.

Third, Yefta and Stevatinus (2021) in their research entitled "Web-based K13 report cards (Case Study: Kallista School Batam)." This research aims to develop a value processing information system that is digital or computerized. The Kallista School Batam K13 report card information system is an information system that can handle the processing of K13 report cards which have many assessment parameters including knowledge, skills, spiritual and social values, as well as students' extracurricular skills. In this information system there is also data collection needed in processing grades such as data on students, teachers, subjects, classes, and student absences.

Based on the three previous studies above, it can be seen that the similarities with this study are the same as studying the K13 report card. The difference lies in the focus and location of the research such as: Design and build of report card grade processing systems, report card score processing application systems, and website-based K13 report cards. Different research locations, namely Yogyakarta, Bengkulu, and Batam. Meanwhile, the focus and location of the present research is the impact of digital culture and is being conducted in Kab. Tangerang.

The word culture comes from the Latin "cultura" which means "to work on" or to cultivate. Culture has various meanings. Digital culture is defined as a link or catalyst between the real and virtual worlds (Leonardus 2017).

The Emergence of Digital Culture:

- a. The digital revolution began in the 1980s with changes in mechanical and analogue technology to digital technology and continues to grow today.
- b. The emergence of social networking sites which are web-based services, allowing users to create profiles, view a list of available users, and invite or accept friends to join the site.
- c. Paperless is one of the trends of the digital era where paper is used less.

Positive impact:

- a. The information needed can be accessed more quickly and more easily.
- b. The growth of innovation in various fields that are oriented to digital technology which facilitates the process of our work.
- c. The emergence of digital-based mass media, particularly electronic media as a source of knowledge and information for the community.
- d. Increasing the quality of human resources through the development and use of information and communication technology.
- e. The emergence of various learning resources such as online libraries, online learning media, online discussions that can improve education quality.
- f. The emergence of e-businesses such as online stores that provide a variety of goods and make it easy to get them.

Negative impact:

- a. Threats of Intellectual Property Rights (IPR) violations due to easy data access and causing plagiarism to commit fraud.
- b. The threat of short-sighted thinking where children are trained to think shorthand and lack concentration.
- c. Threats of misuse of knowledge to commit criminal acts such as breaking into the banking system, and others (decreasing morality).

### Application system

The system is a series of subsystems that are interrelated and dependent on one another, working together to achieve the goals and objectives that have been set previously. All systems have inputs, processes, outputs, and feedback. Examples are computer information systems ; Another example is an organization (Furda, 2017 ).

From this definition it can be interpreted that the application system is a subclass of software (software) that utilizes a computer directly to perform a task that the user wants. The main example of an application is an office application in the form of several applications packaged into a single package such as:

- a. Word processing applications, for example Microsoft Word;
- b. Number processing applications, for example Microsoft Excel;
- c. Database processing applications, for example Microsoft Access; and
- d. Presentation processing applications, for example Microsoft Power point

### Microsoft Excel

Microsoft Excel is a spreadsheet worksheet application program created and distributed by Microsoft Corporation which can be run on Microsoft Windows. This application has calculation and graphing features so that it is very precise and supports use as a report card processing value. (Sari and Retno, 2017).

### Report Value

Report is derived from the basic word report which means report. A report is a report on the results of an activity that is prepared correctly and correctly. The material reported in this case is the results of the Semester End Assessment, daily assessment, daily assignments, midterm exams, final semester exams, personality, extra-curricular activities along with the necessary data related to report cards (Sari and Retno, 2017).

Curriculum 2013. According to Sinambela (2013), curriculum 2013 is a new policy by the government in the field of education which is expected to be able to answer the problems of the Indonesian people in the future. The 2013 curriculum concept certainly changes the assessment system in the previous curriculum (KTSP). This includes student cognitive, affective and psychomotor assessments. The 2013 curriculum was officially launched on July 15 2013, and this curriculum has been implemented in the 2013/2014 academic year in certain schools only. The 2013 curriculum is a series of improvements to the competency-based curriculum initiated in 2004 and then continued with the 2006 curriculum (KTSP). So changing the education curriculum is a demand that inevitably has to be carried out, it remains only to determine the time. (Fadlansyah, 2019).

## RESULTS AND DISCUSSION

### Introduction to K13 Report Card Application

*"This is the 2013 curriculum report card application which has been running at SDN Sukaasih 1 since 2016 starting with briefings and training at that time. The application of this application system is very easy*

*The Impact of Digital Culture in the Curriculum 2013 Report Card Processing Process in Elementary Schools.*

*Sriwati Sriwati*

for users to understand even if they are novice users. The application system uses the Microsoft Excel application which has included the evaluation formula so that teachers and school operators can simply enter data in the columns provided. (SK, Interview, July 3, 2021)



Figure 1. Application of the K13 Report Card

### Preliminary View of K13 Report Card

After the installation process is successful, then enter the main menu view. The display lists the school data, principal, and homeroom teacher in question. When you start as a user, the main menu that appears is as follows:

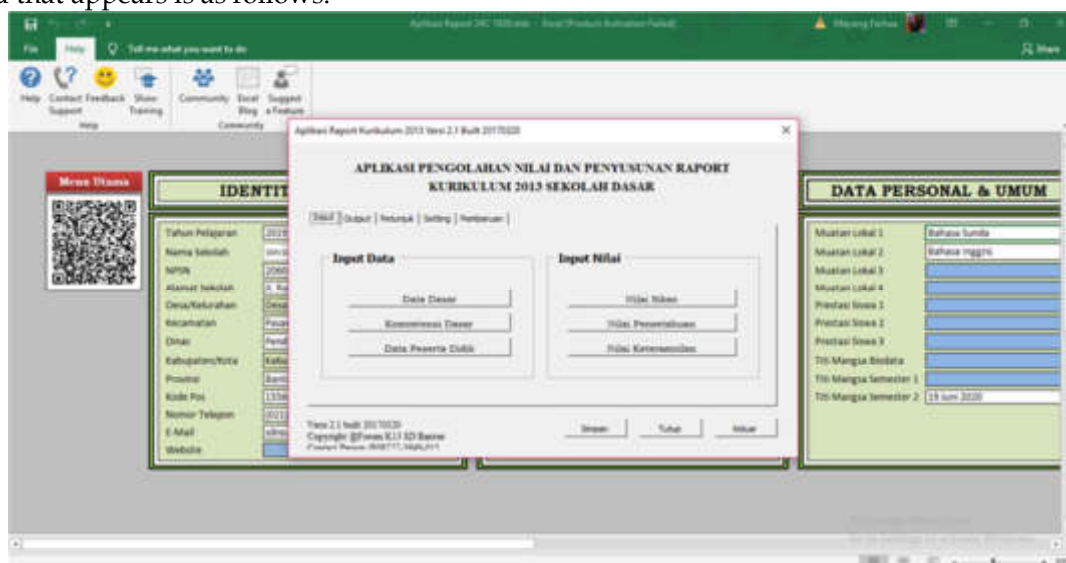


Figure 2. The Application Homepage When It Is Opened

### Display Main Menu

"This application feature first displays the initial report, then there is the main menu display in this main menu there will be input and output where there is a grade processing form that will be filled in by the teacher/homeroom teacher. Then on the main menu there are instructions, settings and updates." (Interview SK July 3, 2021)

After the user enters the system, it is immediately shown on the dashboard page which contains general information. This display contains menus that are mandatory as in the input and output menus, the homeroom teacher fills in student information, especially in printing report cards. Then not only that there are also instructions, settings, and updates. Can be seen in the image below:



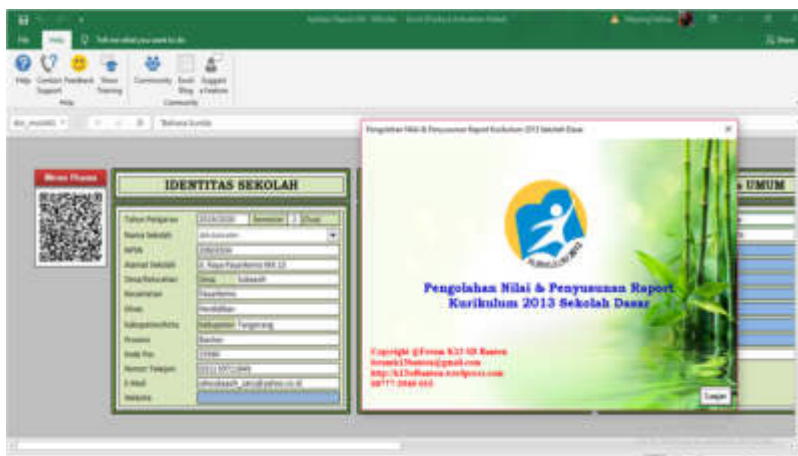


Figure 3. Main Menu (Input)

#### 1) Student Data

Filling in student data must be done completely for the student identity page to display.

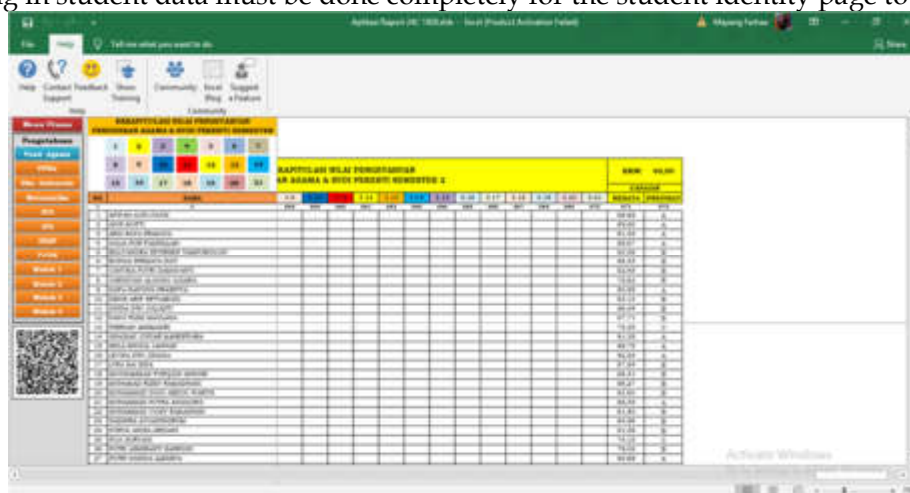


Figure 4. Student Data

#### 2) Spiritual Values

Spiritual value is the value of the student's religious personality which consists of how students' attitudes and habits every day and the application of gratitude.

#### 3) Social Value

Social values are personality values which include responsibility, honesty, caring students, courtesy, confidence, cooperation and discipline.

#### 4) Extracurriculars

Extracurricular assessment is the student's achievement in the extra activities he or she participates in.

#### 5) Absence

Absence is the result of a student's discipline recap in attending lessons during effective days in one semester.

#### 6) Skills per theme

Skills per theme are the scores of students' skills or practices obtained from several subjects that are incorporated in one theme.

RANGKUMAN NILAI KOMPETENSI PENGETAHUAN DAN NILAI KOMPETENSI KETERAMPILAN		Siswa: MUHAMMAD RIZKI NUR HAFIDHA		Semester: 2		Tahun Pelajaran: 2021/2022	
No.	Nama Kompetensi	Nilai	Nilai	Nilai	Nilai	Nilai	Nilai
1	Pengetahuan dan Keterampilan	85	85	85	85	85	85
2	Pengetahuan dan Keterampilan	85	85	85	85	85	85
3	Pengetahuan dan Keterampilan	85	85	85	85	85	85
4	Pengetahuan dan Keterampilan	85	85	85	85	85	85
5	Pengetahuan dan Keterampilan	85	85	85	85	85	85
6	Pengetahuan dan Keterampilan	85	85	85	85	85	85
7	Pengetahuan dan Keterampilan	85	85	85	85	85	85
8	Pengetahuan dan Keterampilan	85	85	85	85	85	85
9	Pengetahuan dan Keterampilan	85	85	85	85	85	85
10	Pengetahuan dan Keterampilan	85	85	85	85	85	85
11	Pengetahuan dan Keterampilan	85	85	85	85	85	85
12	Pengetahuan dan Keterampilan	85	85	85	85	85	85
13	Pengetahuan dan Keterampilan	85	85	85	85	85	85
14	Pengetahuan dan Keterampilan	85	85	85	85	85	85
15	Pengetahuan dan Keterampilan	85	85	85	85	85	85
16	Pengetahuan dan Keterampilan	85	85	85	85	85	85
17	Pengetahuan dan Keterampilan	85	85	85	85	85	85
18	Pengetahuan dan Keterampilan	85	85	85	85	85	85
19	Pengetahuan dan Keterampilan	85	85	85	85	85	85
20	Pengetahuan dan Keterampilan	85	85	85	85	85	85
21	Pengetahuan dan Keterampilan	85	85	85	85	85	85
22	Pengetahuan dan Keterampilan	85	85	85	85	85	85
23	Pengetahuan dan Keterampilan	85	85	85	85	85	85
24	Pengetahuan dan Keterampilan	85	85	85	85	85	85
25	Pengetahuan dan Keterampilan	85	85	85	85	85	85
26	Pengetahuan dan Keterampilan	85	85	85	85	85	85
27	Pengetahuan dan Keterampilan	85	85	85	85	85	85
28	Pengetahuan dan Keterampilan	85	85	85	85	85	85
29	Pengetahuan dan Keterampilan	85	85	85	85	85	85
30	Pengetahuan dan Keterampilan	85	85	85	85	85	85
31	Pengetahuan dan Keterampilan	85	85	85	85	85	85
32	Pengetahuan dan Keterampilan	85	85	85	85	85	85
33	Pengetahuan dan Keterampilan	85	85	85	85	85	85
34	Pengetahuan dan Keterampilan	85	85	85	85	85	85
35	Pengetahuan dan Keterampilan	85	85	85	85	85	85
36	Pengetahuan dan Keterampilan	85	85	85	85	85	85
37	Pengetahuan dan Keterampilan	85	85	85	85	85	85
38	Pengetahuan dan Keterampilan	85	85	85	85	85	85
39	Pengetahuan dan Keterampilan	85	85	85	85	85	85
40	Pengetahuan dan Keterampilan	85	85	85	85	85	85
41	Pengetahuan dan Keterampilan	85	85	85	85	85	85
42	Pengetahuan dan Keterampilan	85	85	85	85	85	85
43	Pengetahuan dan Keterampilan	85	85	85	85	85	85
44	Pengetahuan dan Keterampilan	85	85	85	85	85	85
45	Pengetahuan dan Keterampilan	85	85	85	85	85	85
46	Pengetahuan dan Keterampilan	85	85	85	85	85	85
47	Pengetahuan dan Keterampilan	85	85	85	85	85	85
48	Pengetahuan dan Keterampilan	85	85	85	85	85	85
49	Pengetahuan dan Keterampilan	85	85	85	85	85	85
50	Pengetahuan dan Keterampilan	85	85	85	85	85	85
51	Pengetahuan dan Keterampilan	85	85	85	85	85	85
52	Pengetahuan dan Keterampilan	85	85	85	85	85	85
53	Pengetahuan dan Keterampilan	85	85	85	85	85	85
54	Pengetahuan dan Keterampilan	85	85	85	85	85	85
55	Pengetahuan dan Keterampilan	85	85	85	85	85	85
56	Pengetahuan dan Keterampilan	85	85	85	85	85	85
57	Pengetahuan dan Keterampilan	85	85	85	85	85	85
58	Pengetahuan dan Keterampilan	85	85	85	85	85	85
59	Pengetahuan dan Keterampilan	85	85	85	85	85	85
60	Pengetahuan dan Keterampilan	85	85	85	85	85	85
61	Pengetahuan dan Keterampilan	85	85	85	85	85	85
62	Pengetahuan dan Keterampilan	85	85	85	85	85	85
63	Pengetahuan dan Keterampilan	85	85	85	85	85	85
64	Pengetahuan dan Keterampilan	85	85	85	85	85	85
65	Pengetahuan dan Keterampilan	85	85	85	85	85	85
66	Pengetahuan dan Keterampilan	85	85	85	85	85	85
67	Pengetahuan dan Keterampilan	85	85	85	85	85	85
68	Pengetahuan dan Keterampilan	85	85	85	85	85	85
69	Pengetahuan dan Keterampilan	85	85	85	85	85	85
70	Pengetahuan dan Keterampilan	85	85	85	85	85	85
71	Pengetahuan dan Keterampilan	85	85	85	85	85	85
72	Pengetahuan dan Keterampilan	85	85	85	85	85	85
73	Pengetahuan dan Keterampilan	85	85	85	85	85	85
74	Pengetahuan dan Keterampilan	85	85	85	85	85	85
75	Pengetahuan dan Keterampilan	85	85	85	85	85	85
76	Pengetahuan dan Keterampilan	85	85	85	85	85	85
77	Pengetahuan dan Keterampilan	85	85	85	85	85	85
78	Pengetahuan dan Keterampilan	85	85	85	85	85	85
79	Pengetahuan dan Keterampilan	85	85	85	85	85	85
80	Pengetahuan dan Keterampilan	85	85	85	85	85	85
81	Pengetahuan dan Keterampilan	85	85	85	85	85	85
82	Pengetahuan dan Keterampilan	85	85	85	85	85	85
83	Pengetahuan dan Keterampilan	85	85	85	85	85	85
84	Pengetahuan dan Keterampilan	85	85	85	85	85	85
85	Pengetahuan dan Keterampilan	85	85	85	85	85	85
86	Pengetahuan dan Keterampilan	85	85	85	85	85	85
87	Pengetahuan dan Keterampilan	85	85	85	85	85	85
88	Pengetahuan dan Keterampilan	85	85	85	85	85	85
89	Pengetahuan dan Keterampilan	85	85	85	85	85	85
90	Pengetahuan dan Keterampilan	85	85	85	85	85	85
91	Pengetahuan dan Keterampilan	85	85	85	85	85	85
92	Pengetahuan dan Keterampilan	85	85	85	85	85	85
93	Pengetahuan dan Keterampilan	85	85	85	85	85	85
94	Pengetahuan dan Keterampilan	85	85	85	85	85	85
95	Pengetahuan dan Keterampilan	85	85	85	85	85	85
96	Pengetahuan dan Keterampilan	85	85	85	85	85	85
97	Pengetahuan dan Keterampilan	85	85	85	85	85	85
98	Pengetahuan dan Keterampilan	85	85	85	85	85	85
99	Pengetahuan dan Keterampilan	85	85	85	85	85	85
100	Pengetahuan dan Keterampilan	85	85	85	85	85	85

Figure 5. Combined Scores From All Themes

#### 7) Print Reports

In this form the homeroom teacher can print report cards per student to be informed about the value of the description of knowledge, skills and attitudes to students as well as to the parents of students. The print preview display of student reports can be seen in the image below:

**RAPORT DAN PROFIL PESERTA DIDIK**

Nama Peserta Didik: \_\_\_\_\_ Kelas: \_\_\_\_\_  
 Kelas: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Mata Pelajaran: \_\_\_\_\_ Tahun Pelajaran: \_\_\_\_\_

**A. Sikap**

1. Sikap Spiritual: \_\_\_\_\_  
 2. Sikap Sosial: \_\_\_\_\_  
 3. Sikap Bertanggung Jawab: \_\_\_\_\_

**B. Pengetahuan dan Keterampilan**

SKK Sikap Pendidikan: \_\_\_\_\_

No.	Materi Pelajaran	Pengetahuan	Keterampilan
1	Pendidikan Agama Islam	_____	_____
2	Pendidikan Agama Islam	_____	_____
3	Pendidikan Agama Islam	_____	_____
4	Pendidikan Agama Islam	_____	_____
5	Pendidikan Agama Islam	_____	_____
6	Pendidikan Agama Islam	_____	_____
7	Pendidikan Agama Islam	_____	_____
8	Pendidikan Agama Islam	_____	_____
9	Pendidikan Agama Islam	_____	_____
10	Pendidikan Agama Islam	_____	_____
11	Pendidikan Agama Islam	_____	_____
12	Pendidikan Agama Islam	_____	_____
13	Pendidikan Agama Islam	_____	_____
14	Pendidikan Agama Islam	_____	_____
15	Pendidikan Agama Islam	_____	_____
16	Pendidikan Agama Islam	_____	_____
17	Pendidikan Agama Islam	_____	_____
18	Pendidikan Agama Islam	_____	_____
19	Pendidikan Agama Islam	_____	_____
20	Pendidikan Agama Islam	_____	_____
21	Pendidikan Agama Islam	_____	_____
22	Pendidikan Agama Islam	_____	_____
23	Pendidikan Agama Islam	_____	_____
24	Pendidikan Agama Islam	_____	_____
25	Pendidikan Agama Islam	_____	_____
26	Pendidikan Agama Islam	_____	_____
27	Pendidikan Agama Islam	_____	_____
28	Pendidikan Agama Islam	_____	_____
29	Pendidikan Agama Islam	_____	_____
30	Pendidikan Agama Islam	_____	_____
31	Pendidikan Agama Islam	_____	_____
32	Pendidikan Agama Islam	_____	_____
33	Pendidikan Agama Islam	_____	_____
34	Pendidikan Agama Islam	_____	_____
35	Pendidikan Agama Islam	_____	_____
36	Pendidikan Agama Islam	_____	_____
37	Pendidikan Agama Islam	_____	_____
38	Pendidikan Agama Islam	_____	_____
39	Pendidikan Agama Islam	_____	_____
40	Pendidikan Agama Islam	_____	_____
41	Pendidikan Agama Islam	_____	_____
42	Pendidikan Agama Islam	_____	_____
43	Pendidikan Agama Islam	_____	_____
44	Pendidikan Agama Islam	_____	_____
45	Pendidikan Agama Islam	_____	_____
46	Pendidikan Agama Islam	_____	_____
47	Pendidikan Agama Islam	_____	_____
48	Pendidikan Agama Islam	_____	_____
49	Pendidikan Agama Islam	_____	_____
50	Pendidikan Agama Islam	_____	_____
51	Pendidikan Agama Islam	_____	_____
52	Pendidikan Agama Islam	_____	_____
53	Pendidikan Agama Islam	_____	_____
54	Pendidikan Agama Islam	_____	_____
55	Pendidikan Agama Islam	_____	_____
56	Pendidikan Agama Islam	_____	_____
57	Pendidikan Agama Islam	_____	_____
58	Pendidikan Agama Islam	_____	_____
59	Pendidikan Agama Islam	_____	_____
60	Pendidikan Agama Islam	_____	_____
61	Pendidikan Agama Islam	_____	_____
62	Pendidikan Agama Islam	_____	_____
63	Pendidikan Agama Islam	_____	_____
64	Pendidikan Agama Islam	_____	_____
65	Pendidikan Agama Islam	_____	_____
66	Pendidikan Agama Islam	_____	_____
67	Pendidikan Agama Islam	_____	_____
68	Pendidikan Agama Islam	_____	_____
69	Pendidikan Agama Islam	_____	_____
70	Pendidikan Agama Islam	_____	_____
71	Pendidikan Agama Islam	_____	_____
72	Pendidikan Agama Islam	_____	_____
73	Pendidikan Agama Islam	_____	_____
74	Pendidikan Agama Islam	_____	_____
75	Pendidikan Agama Islam	_____	_____
76	Pendidikan Agama Islam	_____	_____
77	Pendidikan Agama Islam	_____	_____
78	Pendidikan Agama Islam	_____	_____
79	Pendidikan Agama Islam	_____	_____
80	Pendidikan Agama Islam	_____	_____
81	Pendidikan Agama Islam	_____	_____
82	Pendidikan Agama Islam	_____	_____
83	Pendidikan Agama Islam	_____	_____
84	Pendidikan Agama Islam	_____	_____
85	Pendidikan Agama Islam	_____	_____
86	Pendidikan Agama Islam	_____	_____
87	Pendidikan Agama Islam	_____	_____
88	Pendidikan Agama Islam	_____	_____
89	Pendidikan Agama Islam	_____	_____
90	Pendidikan Agama Islam	_____	_____
91	Pendidikan Agama Islam	_____	_____
92	Pendidikan Agama Islam	_____	_____
93	Pendidikan Agama Islam	_____	_____
94	Pendidikan Agama Islam	_____	_____
95	Pendidikan Agama Islam	_____	_____
96	Pendidikan Agama Islam	_____	_____
97	Pendidikan Agama Islam	_____	

**KARTU DAN PROFIL PESERTA DIDIK**

Nama Peserta Didik: **ARTHA ANGGA ANANDA** Kelas: **SD/3**  
 Nomor Induk: **027010003 / 0001100** Semester: **1 (Ganjil)**  
 Nomor Sekolah: **SDN Sukaasih 1** Tahun Pelajaran: **2021/2022**  
 Alamat Sekolah: **Jl. Raya Pahlawan No. 11**  
 Desa Sukaasih, Kec. Pahlawan, Kabupaten Panganteneh - Sumba

**A. Uraian**

**1. Sikap Spiritual**  
 Peserta didik memiliki sikap yang baik dalam melaksanakan ibadah, menghormati orang lain, dan bertanggung jawab.

**2. Sikap Sosial**  
 Peserta didik memiliki sikap yang baik dalam berinteraksi dengan teman sekelas, menghormati orang lain, dan bertanggung jawab.

**B. Pengetahuan dan Keterampilan**

No	Materi Pokok	Indikator	Nilai	Profil	Deskripsi
1	Pengetahuan Agama dan Budi Pekerti	1.1. Menjelaskan makna iman, takwa, dan ibadah.	75	75	Menjelaskan makna iman, takwa, dan ibadah dengan baik.
2	Pengetahuan Agama dan Budi Pekerti	1.2. Menjelaskan makna iman, takwa, dan ibadah.	75	75	Menjelaskan makna iman, takwa, dan ibadah dengan baik.
3	Pengetahuan Agama dan Budi Pekerti	1.3. Menjelaskan makna iman, takwa, dan ibadah.	75	75	Menjelaskan makna iman, takwa, dan ibadah dengan baik.
4	Pengetahuan Agama dan Budi Pekerti	1.4. Menjelaskan makna iman, takwa, dan ibadah.	75	75	Menjelaskan makna iman, takwa, dan ibadah dengan baik.
5	Pengetahuan Agama dan Budi Pekerti	1.5. Menjelaskan makna iman, takwa, dan ibadah.	75	75	Menjelaskan makna iman, takwa, dan ibadah dengan baik.

**Figure 6.** Display Of Report Cards After Printing (Assessment Section)

### The impact of digital culture in the process of processing the value of the K13 Report Card

In this application, there is an impact of digital culture in the process of processing K13 report cards because before the implementation of the K13 report card application, the assessment of reports was still done manually. Compilation of reports requires a lot of time and effort. This is because the report cards are prepared manually by writing one by one student report cards.

Some of the impacts of digital culture that are felt on homeroom teachers in the process of processing K13 Report cards are as follows:

"Teachers are driven and also motivated to understand more. So it demands teachers and staff to develop perfect assessment techniques. The use of computers is very useful and helps the work to be better, faster and more efficient. The use of computers in particular will be very useful in processing report card grades at SDN Sukaasih 1" (SK, interview 3 July 2021)

Increasing the quality of human resources through the development and use of information and communication technology

"...the utilization of K13 report card processing can make it easier for teachers/homeroom teachers to make student report cards. This K13 application is said to be effective and simple because of the ease of using the application so that it makes it easier for teachers to use it" (SK, interview, July 3, 2021)

"Administration of grades has become tidier, more organized in 1 folder which is usually handwritten in several book notes" (SK, interview 3 July 2021)

Fostering innovation in various fields oriented towards digital technology that facilitates our work processes.

*The Impact of Digital Culture in the Curriculum 2013 Report Card Processing Process in Elementary Schools.*

**Sriwati Sriwati**



### CONCLUSION

Teachers are driven or motivated to understand more about science and technology. Increasing the quality of human resources through the development and use of information and communication technology. The use of K13 report card processing can make it easier for teachers/homeroom teachers to make student report cards. Administrative values are neater, more organized in 1 folder which is usually handwritten in several book notes. The growth of innovation in various fields that are oriented to digital technology which facilitates the process of our work.

### REFERENCES

- Christian, Y., & Stevanticus, S. (2021, March). Perancangan dan Implementasi Sistem Informasi Raport K13 Berbasis Website (Studi Kasus: Sekolah Kallista Batam). In *CoMBInES-Conference on Management, Business, Innovation, Education and Social Sciences* (Vol. 1, No. 1, pp. 750-758).
- Fadlansyah, H. (2019). *Rancang Bangun Sistem Pengolahan Nilai Raport Siswa Kurikulum 2013 Berbasis Web (Studi Kasus SMK Negeri 1 Sedayu)* (Doctoral dissertation, University of Technology Yogyakarta).
- FURDA, C. C. (2017). *SISTEM PENDUKUNG KEPUTUSAN PEMILIHAN SISWA BERPRESTASI DI SMK MUHAMMADIYAH 1 LAMONGAN METODE AHP DAN TOPSIS* (Doctoral dissertation, Universitas Muhammadiyah Gresik).
- MHuda, M. F., & Siska, J. (2020). Pemanfaatan Sistem Pengelolaan Rapor Berbasis Aplikasi K13 Profesional Di SMKN 6 Kota Bengkulu. *Journal of Dehasen Educational Review*, 1(2), 72-81.
- Mihardjo, L. W. W. (2020). Budaya Perusahaan di Era Digital Berbasis Co-Ceration-Innovation. dalam *Strategi Management of Digital Era: Revisited Concepts and Findings*. Surabaya: Artha Karya Pustaka.
- Hermawan, A., Achmad, W., & Yulianah, Y. (2022). The Role of Information and Communication Technology in Accounting Education in The Digital Age. *Research and Development Journal of Education*, 8(2), 926-933.
- Sari, H. P., & Muhartini, R. (2017). SISTEM APLIKASI PENGOLAHAN NILAI RAPORT SDN TANJUNGANOM 2 KECAMATAN TANJUNGANOM NGANJUK. *Antivirus : Jurnal Ilmiah Teknik Informatika*, 11(1).
- Sinambela, P. N. (2017). Kurikulum 2013 dan implementasinya dalam pembelajaran. *Generasi Kampus*, 6(2). 17-29.
- Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: CV Alfabeta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Sukmadinata. (2011). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Yulianah, S. E. (2022). *Metodelogi Penelitian Sosial*. CV Rey Media Grafika.