

Implementation of Fulfilment of Education Standards at the School of Police Officers Formation

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The purpose of this study is to provide solutions to the fulfilment of educator standards, the implementation of the fulfilment of educator standards and strategies for meeting educational standards. Data collection techniques used in the research are surveys, interviews and documentation. The results of this study are the fulfilment of educator standards, implementation and strategies as well as socialisation at the School of Police Officers Formation.

Key words: *Implementation, Teaching staff, Police.*

Introduction

Indonesia is a country that is rich in culture, ethnicity and natural resources. Developing countries continue to push themselves to improve the quality of education so as to produce quality human resources who are able to compete in the era of globalisation. Education is an important asset for the progress of a nation, therefore every citizen must follow the levels of education, early childhood education, basic education, secondary and higher education. Education plays an important role in determining the quality of citizens. Education is an investment in one's future and is part of determining one's success.

Promoting Indonesia's human resources, of course, requires its own strategy in accordance with the intended target. Concentration levels of one person compared with another person can be very different, so that policies are needed in choosing methods of developing Indonesian human resources. Indonesia's ideals of becoming a developed country in 2045 (one hundred years of Indonesian independence) must not be merely a dream. Infrastructure



that has been and continues to be built must be utilised to encourage faster development of Indonesia's human resources.

The development of Indonesia's human resources should no longer depend solely on the centre. All stakeholders must take a role. The development of knowledge should no longer be limited by age, gender, religion, or ethnicity. It is time the barriers blocking the search for knowledge are raised, however the norms must be maintained. No longer should it appear strange if a woman enters mechanical engineering. Don't be surprised if many children under seven are already in the third grade of elementary school.

The National Police of the Republic of Indonesia is a state instrument that plays a role in maintaining public order and security, upholding the law, as well as providing protection and services to the public. To carry out the main tasks of the police, members who have strong, good skills and abilities are required. In response to this, the Republic of Indonesia National Police established various Police Education Institutions. The Police Education and Training Institute or the National Police Education and Training Institute is an official education institution and academic education institution under the control of the National Police Chief. The main task of the Lemdiklat is to plan, develop, and carry out the educational functions of formation and development, based on the type of Polri education which includes professional education, academic leadership, and vocational education as well as managing the education component within the National Police. Polri Lemdiklat work units, including Sespimpol, STIK, Akpol, and Setukpa or extensions of the School for the Establishment of Officers are a secondary education institution from non-commissioned officers to become police officers as implementing elements of education for the formation of Polri Officers under the Kalemdiklat Polri. Based on the Regulation of the National Police Chief Number 21 of 2010 Setukpa aims to organise education in the formation of Polri Officers at the Academy level. The education system in Setukpa uses an educational approach through learning, training and parenting methods. This combines all activities in one area in terms of learning, shelter and other activities. Therefore many facilities are provided to support learning activities in Setukpa. Polri Education is a conscious and planned effort to create an atmosphere of learning processes, the application of teachings, training and caregiving to shape and develop students' knowledge, attitudes and skills within the National Police. In general, education is part of the process of state life. The quality of a country can be seen from the quality of human resources (HR) owned by the country, especially the younger generation. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. (Law RI No. 20 of 2003 concerning the National Education System) outlines that education is carried out through a national education system that seeks to achieve national education goals, namely to develop capabilities and improve the quality of life and dignity of

the Indonesian people. One of the efforts to improve the quality of human resources (HR) is by improving the quality of education. This is because the quality of education is related to the basic building of character, mentality, and spiritual human beings so that it can be used as a benchmark for the quality of a country, especially the quality of education.

Improving the quality of education is one of the pillars in building education in Indonesia, because if education is of quality it will produce intelligent and competitive resources. To realise a program of organising education for the formation of a sustainable National Police Officer, it must be in accordance with Government Regulation (PP) No. 19 of 2005 concerning National Education Standards (SNP) which is a minimum criterion on the education system in the entire Indonesian Territory (article 1 Number 17 of Law 20 / 2003 concerning Sisdiknas and article 3 of PP 19/2005 on SNP), where the SNP functions as the basis for planning, implementing and supervising education at every level of education to realise quality national education and guarantee the quality of national education in order to improve the life of the country and shape civilisation through a dignified nation.

When linked to the education component of the National Police system, resources in the context of education management are man (human = educator, student and educational staff), money (money: budget), materials (learning tools: curriculum, rewards, facilities education), methods (techniques / ways: learning methods, care), and evaluation systems.

In the process of organising an educational program, the formation of Polri officers is still faced with the problem of the shortcomings and limitations of the various components of education itself, so that the output is still not optimal. From a number of education institutions organising the formation of Polri officers, there were still students who were declared not graduating. This is a big question, what is the quality of the teaching staff? Because the government's program to improve the standards of teaching staff and education staff is meaningless and lacks positive results for the development of education, especially police education. Therefore, the most important thing in this regard is to improve the education system in the School of Formation of Polri Officers, which depends on the implementation of the fulfilment of educator standards so that they are more qualified and developed.

In light of the description of the above problems, this will have a direct or indirect impact on the professionalism of students' results. Professionals are defined as work or activities carried out by a person and a source of income for life that requires expertise, or skills that meet certain quality standards or norms and require professional education. Education Graduates Establishment of members of the National Police from the rank of Bintara to the ranks of officers with qualifications as general police technical task implementers, as stated in the



curriculum of the officers' dictates with the educational objective is to form Polri officers who have the correct attitudes of behaviour, knowledge and general police task skills.

The objectives of the Polri Officer dictates are in tune with the general education / learning theory, which is classified into three domains: cognitive, affective and psychomotor. In the Polri officers' dictates, the cognitive domain is an academic / knowledge aspect, the affective domain is a mental aspect of personality, attitudes and behaviour, while the psychomotor domain is a skill aspect. To achieve educational goals, it should be supported by standardised education components of the National Police. In the Polri education system there are ten education components that are regulated in National Police Regulation No. 20/2007, namely: (1) curriculum, (2) educators, (3) teaching staff, (4) students, (5) teaching materials, (6) alins-alongins, (7) facilities and infrastructure (8) methods, (9) evaluations and (10) the budget.

The ten components have been harmonised with eight National Education Standards (SNP), the minimum criteria about the education system in the entire jurisdiction of the Unitary Republic of Indonesia, and this is as stated in the Decree of the Indonesian Police Kalemdiklat Number: Kep / 739 / IX / 2013 , September 26, 2013 namely; (1) Graduate Competency Standards (SKL), (2) content standards, (3) process standards, (4) educators and education personnel standards, (5) facilities and infrastructure standards, (6) management standards, (7) financing standards, and (8) assessment standards. The availability of educational components as well as the application of management in the management of Polri officers' dictates influences the achievement of educational goals.

Judging from its purpose, the National Education Standards have a function as a basis in planning, implementing, and supervising education in the context of realising quality national education, and aiming to guarantee the quality of national education in the context of educating the nation's life and shaping the dignified character and civilisation of the nation. In view of the importance of the National Education Standards for guaranteeing the quality of education for the survival and quality of the nation's next generation, it is mandated that every education unit in the formal and non-formal channels must fulfil the National Education Standards.

Fulfilment of the National Education Standards in educational units requires unity of understanding and synergistic efforts of all components of the education unit to develop all of its potential in meeting National Education Standards. The level of Fulfilment of National Education Standards in every education unit will be a reference for the government in mapping schools to become schools that have met or almost meet National Education Standards and those that do not meet National Education Standards. Schools are expected to compile an analysis of the Fulfilment of National Education Standards to provide an

overview of the development map of the level of fulfilment in schools, so that education services that are of the highest quality are expected to be realised.

Departing from the problems that have entrenched the education system in Setukpa in achieving the fulfilment of the standards of educators and educational staff, Setukpa strives to make improvements, where one of them is by empowering educators and education personnel to continue to increase their knowledge in accordance with their respective competencies and meet the specified competency standards, namely academic qualifications and teacher competency standards (pedagogic, personality, professional and social).

To find out the appropriateness of components in Setukpa Polri compared to education standards set by the Kalemndiklat Polri, requires examining how Setukpa is taking strategies and policies in meeting educator standards, as well as how socialisation is carried out in relation to education standard policies with the condition of educators, and the achievement of educators in implementing educational policies. In making various efforts to achieve improving the quality of empowerment of educators and educational staff who are expected to improve the quality of education in Setukpa, this is a very interesting aspect to be used as research.

Theoretical Review

A. Standardisation in Improving Education Quality

Where the quality of educators in the centralised format of education management is concerned, schools become bureaucratic units and educators are often positioned as employees of government bureaucracy. In contrast to the decentralised education management format, schools are conceptualised as academic units and educators are professionals. In order to produce the expected caliber of graduate students, schools must improve the quality of educators.

In the context of education, the notion of quality refers to input, process, output and impact. The quality of input can be seen from various sides. First, the condition of effective or ineffective input of human resources such as school principals, educators, administrative staff, and students. Second, whether or not the material input criteria are met in the form of teaching aids, curriculum books, school infrastructure and facilities. Third, meeting or not meeting the input criteria in the form of software, such as organisational structure regulations, job descriptions, and organisational structure. Fourth, the quality of inputs that are expectations and needs such as vision, motivation, perseverance and ideals.

It is oriented that in the implementation of competency-based education, educators have a very important role. Therefore educators, as well as representing one component in teaching and learning activities, have a position that greatly determines the success of learning, because the main function of educators is to design, implement, and evaluate learning. Thus the quality of educators has a role and key function in the whole education process. In this case, the strength and quality of a country's education can be assessed by using the quality factor of the teaching staff as one of the main measures. That is why, among other things, the quality of teaching staff is an absolute factor in learning. The more truly a government is developing its country, the more important the quality of the teaching staff becomes.

According to (Jalal, 2011), citing a World Bank report entitled Education in Indonesia: From Crisis to Recovery, among others, highlights the problem of educators and education personnel; that educators are central to efforts to improve the quality of education, therefore every effort to improve education will and must maintain structuring of educators.

He further explained that, in principle, there were three dominant issues about educators highlighted in the report, namely, "the quality of educators relating to pre-service education and selection, the incentives they obtained, and the uneven distribution of educators." Challenges and strategies going forward are how to improve the quality of educators (both through pre-service education and through in-service education), making them better trained, the welfare level / incentives of educators better, thus making the education profession more attractive and competitive in line with the demands of their work, and the spread of more equal education. Efforts to fulfil these expectations have been politically regulated in legislation, namely PP No. 19 of 2005. There are several important terms and explanations that can be extracted regarding the standards of educators and education personnel contained in PP No 19 of 2005 as follows: In article 1 it is explained that: "The standard of educators and education personnel is the criteria of pre-service education and physical and mental worthiness, as well as education in the office." This means that the standard includes a number of criteria that must be met before and after serving as educators. Broadly speaking, there are two qualifications required, namely academic and non-academic qualifications, as stated in article 28 that educators and education personnel must have academic qualifications and competencies as agents of learning, be physically and mentally healthy, and have the ability to realise national education goals. National Education Standards have a purpose and function as a basis for planning, implementing, and supervising education in order to realise quality national education. National Education Standards aim at ensuring the quality of national education in the context of educating the nation's life and shaping the dignified character and civilisation of the nation.

B. Educator Competencies

Educational Personnel are members of the community who are devoted and appointed to support the Organisation of Education. Included in the education workforce are: head of the education unit; educator; and other education personnel. In relation to the fulfilment and standardisation of competencies there is the term educator competency, which must be understood where educator competence has many meanings. Brokke and Stone (1995), cited by Mulyasa, stated that educator competence is a qualitative description of the nature of meaningful educator behaviour. While Charles (1994), cited by Mulyasa, suggested that competence is a rational behaviour to achieve the required goals in accordance with the expected conditions. Whereas in the Republic of Indonesia Law number 14 of 2005 concerning educators and lecturers, it is explained that: "Competence is a set of knowledge, skills and behaviours that must be possessed, internalised, and mastered by educators or lecturers in carrying out professional duties.

Education is the most important thing in our lives, this means that every Indonesian human has the right to obtain it and is expected to always develop it. Education will never end. Education in general has the meaning of a life process in developing each individual to be able to live and carry on life. So being an educated person is very important. We are educated to be useful people both for the State, Nusa and the Nation. The first education that we get is in the family environment (Informal Education), the school environment (Formal Education), and the community environment (Non-formal Education). Informal education is education that one gets from everyday experience consciously or unconsciously, from the time someone is born until death.

According to (Hatta, 2020), this educational process lasts a lifetime, so the role of the family is very important for children, especially parents. Parents educate their children with great affection. The affection given by parents is endless and counts. Parents teach us good things, for example, how we behave politely towards others, respect others, and share with those who lack.

1. Understanding School Formation of Officers

Setukpa is an abbreviation for the School for Forming Officers, whose job is to carry out the functions of forming Polri officers who are sourced from members of the National Police. Setukpa Lemdiklat Polri is one of the educational institutions owned by the National Police and exists under the National Police Education and Training Centre with the main task of educating and training prospective Polri officers who come from selected National Police Brigadier personnel.

The efforts undertaken are for officers to always improve themselves and develop all the potential that exists so that they can realise Setukpa Lemdiklat Polri as a Polri education institution that is resilient, trustworthy and law-abiding. The institution excels by staying guided by the work plans that have been made, and the learning process is based on the Police Education and Training Program.

Setukpa or the extension of the School for Forming Officers is a secondary education institution for non-commissioned officers to become police officers, and is the implementing element of the formation of Polri Officers under the Kalemdikpol. Based on the Regulation of the National Police Chief Number 21 of 2010, Setukpa aims to organise education in the formation of Polri Officers at the Academy level. The education system in Setukpa uses an educational approach through learning, training and parenting methods.

This combines all activities in one area in terms of learning, shelter and other activities. Therefore many facilities are provided to support learning activities in Setukpa. In line with the times, Setukpa continues to strive to achieve better quality. In addition to activities within communities, Setukpa also has an activity in the form of collaboration to improve quality. Polri Education is a conscious and planned effort to create an atmosphere of learning, training and care in order to shape and develop students' knowledge, attitudes and skills within the National Police.

The learning method is the most important part in carrying out the learning process. Learning should be carried out in an interesting way that is able to arouse students' interest in carrying out learning.

According to (Sutikno, 2014), the method literally means "way." The method is defined as a method or procedure used to achieve certain goals. The word "learning" means all the efforts made by educators to make the learning process happen for students. So, learning methods are ways of presenting subject matter conducted by educators so that the learning process occurs in students themselves in an effort to achieve goals. In line with the above opinion, (Hamzah & Nurdin, 2011), defines learning methods as a way that educators use in carrying out their functions and is a tool to achieve learning objectives. Learning methods that are used according to needs will be able to determine success in delivering learning.

Methods

The research location in this study is at the School of Formation of Officers, whose job is to carry out the functions of forming Polri Officers sourced from members of the National Police having the address at Jl. Bhayangkara No.116, Karamat, Kec. Gunungpuyuh, Kota Sukabumi, West Java 43122.

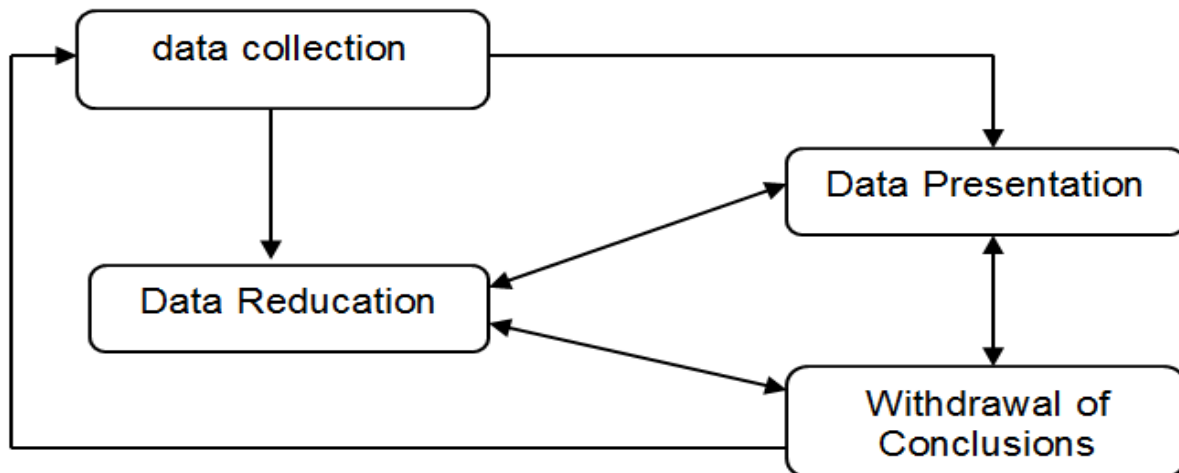
The approach used in this study is a qualitative approach. Qualitative approaches are used in line with what was stated by Moleong, who said that qualitative research is rooted in natural background as wholeness, relying on humans as research tools, utilising qualitative methods, and conducting data analysis inductively (Lexy J, 2009).

This research uses a qualitative approach. Qualitative data analysis was carried out throughout the study from beginning to end, without having to wait for all data to be collected. According to (Lamazi, 2014), data analysis activities began by examining a number of data available from various sources, namely the results of interviews, observations, documentation. The presentation of the data in this study was carried out by gathering structured information that gives the possibility of drawing conclusions and taking action, by examining the data regarding the implementation of the fulfilment of the standards of educators and education staff in the formation of police officers.

Data is an important material used by researchers to answer questions or test hypotheses and achieve research objectives. Therefore, data and data quality are important points in research, because they determine the quality of research results. Data is obtained from a process called data collection. According to (Silalahi, 2009), data collection is a process of getting empirical data through respondents using certain methods. The data collection techniques used by researchers are observation, interviews, documentation and literature studies.

Qualitative data analysis is performed if the empirical data obtained is qualitative data in the form of a tangible collection of words, and not a series of numbers and cannot be arranged in categories / structure of classification. Data can be collected in a variety of ways (observation, interview, document digest, tape) and is usually processed before it is ready for use (through recording, typing, editing, or transcription), but qualitative analysis still uses words that are usually arranged into expanded text, and do not use mathematical or statistical calculations as an analytical aid.

Figure 1. Skema Data



Discussion and Analysis

With regard to the fulfilment of educator standards in schools forming Polri officers: the initial stage of the education unit carried out within the National Police to meet the SNP is to analyse the fulfilment of national education standards in the education unit (internal) and the external environment of the education unit (external). This is carried out by examining the data regarding the implementation of the fulfilment of the standards of educators and education staff in the formation of police officers. Fulfilment of national education standards cannot be carried out simultaneously, it needs to be done in a manner so that the fulfilment uses the scale of priorities contained in every set of Polri by taking into account the standards that have the highest achievement, by utilising the resources available at the Polri officer formation schools, both personnel, facilities and infrastructure financing.

In terms of the dissemination of standard policies on the fulfilment of educators at the School for Forming Polri Officers, suboptimal quality starts from unprofessional management, which means it reflects leadership and unprofessional policies too, therefore it is necessary to have a policy that encourages decisions in the fulfilment of educators in the school environment for the formation of National Police officers. To realise the achievement of Polri's priority targets in 2019, the policy and strategy direction was set, while for the policy and strategy direction adopted by Setukpa Polri, the priority targets "Increasing Polri's Professionalism and Polri's Internal Management Consolidation," were achieved through policy and strategy directions.

Figure 2. Sekolah Pembentukan Perwira Polri



There is a gap between the educational standards and the conditions of educators in the Polri Officer Formation School; so far, the main role is educators. An educator performs a variety of functions: the teaching function, counsellor, technician, and librarian in the school formation of Polri officers. In fact, in certain cases there are teaching educators whose role is not based on their expertise. This condition is clearly less favourable for the implementation of a good education process that requires educational functions that support each other, so that maximum results can be achieved.

Strategies for Meeting the Standards of Educators in the School for Forming Polri Officers.

So far, the formation of Polri officers' schools, especially teaching staff, is still very limited in making innovations in learning. On the other hand, efforts to strengthen teaching ability have been pursued through various types of upgrading, education, or training, through these various activities introduced to learning innovations. But from empirical experience, it seems that these efforts have not significantly brought about changes in the sense of improving the quality of learning outcomes For the development of teaching materials, the development of strategies and learning methods, the development of evaluation systems, and other developments. The need for innovation can be seen in two ways, namely for the sake of inventions and for the interests of school cultural change, so that a culture that is: (1) innovation-oriented, (2) fosters the need to continue to progress and increase, (3) the need for achievement, (4) innovation is a necessity.

With regard to the achievement of the fulfilment of teaching staff (gadik) and their implementation of education implementation, the implementation of the fulfilment of educators in supporting the National Education Standards is a variety of activities carried out by the education unit in a systematic, directed, accountable and continuous manner in the

implementation of the fulfilment of teaching staff, in accordance with the conditions and the level of ability / readiness of each school. The initial stage carried out by the education unit to meet the needs of teaching staff is one part in analysing the fulfilment of national education standards in the education unit (internal) and the external environment of the education unit (external) in the formation of Polri officers' schools.

Conclusion

The fulfilment of educator standards in schools forming Polri officers is carried out by the education unit within the National Police to meet the SNP, and is to analyse the fulfilment of national education standards in the education unit (internal) and the external environment of the education unit (external), by examining the data regarding the implementation of the fulfilment of the standards of educators and education staff in the formation of police officers. This is carried out in a manner so that its fulfilment uses the scale of priorities contained in the National Police Setukpa, taking into account the standards that have the highest achievement, by utilising the resources available at the Polri officer formation schools, both personnel, infrastructure and financing.

The dissemination of standard policies on the fulfilment of teaching staff at the Polri Officers Formation School is as follows. To realise the achievement of Polri's priority targets in 2019, the policy and strategy direction was set, while for the policy and strategy direction adopted by Setukpa Polri, the priority targets "Increasing Polri's Professionalism and Polri's Internal Management Consolidation," were achieved through policy and strategy directions.

The main role as educators in a gap can be decided if there is an impartial decision. An educator performs a variety of functions, teaching, , counselling, technician, and librarians in schools forming Polri officers, so there should be more attention to educators.

Strategies for meeting the standards of educators in the Formation of Polri Officers' Schools need to be carried out in support of innovation, so that they can be seen in two ways, namely for the sake of inventions and for the interests of school cultural change, so as to build a culture that is (1) innovation-oriented, (2) fosters the need to continue progress and increase, (3) the need for achievement, (4) innovation is a necessity.

Implementation of the fulfilment of teaching staff in supporting National Education Standards is very necessary so that the expected achievements can be realised.



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