

Analysis of The Impact of Globalization And Mea On Quality-Based Education Planning

Irma Djanapa Bulow*, Andi Rahman Giu**

*Lecturer Of Religious Education Center Manado

**Lecturer Of Religious Education Center Manado

Religious Education and Training Manado

Jalan MR. A A Maramis KM9 Paniki Bawah Manado North Sulawesi 95719

Ministry Of Religious Affairs Indonesia

Corresponding author:

irmabdkmanado@gmail.com

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ABSTRACT

Globalization has brought fresh air into education in Indonesia because it has inspired stakeholders in education in new breakthroughs and convenience in learning process. However, it also gives impacts that should be immediately stopped in order that the danger does not widely spread. In order to overcome such negative impacts, it is necessary to have a firm attitude, which is by making *Pancasila* as a filter to every external influence and to equip students with morality so that they are not only smart in a particular science. Globalization has positive and negative impacts on education in Indonesia. In order to overcome its negative impacts on education, the quality of education in this country should be enhanced. One of the methods to enhance the quality of education is by managing education using global perspective. Education with global perspective can be divided into two, namely Curricular Perspective and Reformation Perspective. The development of education in Indonesia cannot be separated from globalization in which science and technology has developed rapidly. Free market era is also a challenge to education in Indonesia since it opens opportunities for foreign teachers and institutions to penetrate. Accordingly, policy on national education should be able to improve management of education to be more productive and efficient both in academic and non-academic matters and provide everyone with access for education as widely as possible. Thus, there are three impacts of globalization that may occur in education. First, education would become a commodity and commercial object as the neoliberalism spreads across the world. Second, the control of education from the country will be loose. Third, globalization will lead to delocation, changes in technology and educational orientation.

Keywords: ASEAN Economic Community, Education

CHAPTER I INTRODUCTION

A. Background

Globalization can be understood as changes in social and economy, combined with an establishment of unique regional and global interconnection which is more extensive and intensive than the previous period, which challenges and reforms public community and, specifically, modern countries. (Held 2000, 397). These changes involve a number of developments which can be considered as something profound that occurs in present and involves structural transformation. Such changes include human rights regime which ensures that national sovereignty is unable to guarantee a country's legitimacy in international law; environmental shift in the form of global warming due to ozone layer leakage; revolution in communication and information technology which expands its coverage and intensity of all socio-political networking tools both inside and across a nation-state's territorial border; and deregulations of capital markets which strengthen capital authorities by providing them a number of choices to exit from their relation with labor and the state.

Eventually, all the changes have the implications to the capacity of the country in implementing regulations (Held 2000, 398). Nation-states are no longer autonomous in making decision without taking other parties into consideration in regional, national, and even global context. Accordingly, globalization can be regarded as a process which transfigures itself in a transformation of organizational space from 125 relations and social transactions are assessed based on the degree of extensity, intensity, velocity and its impacts which bring transcontinentalism or interregionalism and networking activities, interactions, and exercise of power (Held 1999, 16).

B. Objective

The article aims to analyze the impacts of globalization and ASEAN Economic Community on planning the Quality-based Education in Indonesia.

C. Benefits

The benefits of the article are as follows:

1. This article can be a reference in developing science related to globalization and improvement of education quality.
2. This article can enlarge author's knowledge of globalization and improvement of education quality.

CHAPTER II DISCUSSION

A. Definition of Globalization

The term 'globalization' was first used by Theodore Levitt in 1985, which referred to politics-economy, especially free market politics and financial transaction. Historically, globalization appeared as a result of electronics revolution and disintegration of communist countries. The term 'globalization' itself is taken from the word 'global', meaning universal. It means that the scope of globalization covers the whole world. According to John Huckle, globalization is a process in which an event, a decision, or an activity in a part of the world becomes a significant consequence to individuals and society in a distant location. Meanwhile, Priyono Tjiptoherjanto argues that the concept of globalization is basically referred to the concept of borderless world. Based on this argument, globalization can be defined as a process of human integration with all aspects into a bigger unity of society.

One of the myths of globalization is that it may make the world stand for uniformity. The process of globalization will remove the identity of a nation. It is supported by a statement that, "As a process, globalization occurs through two dimensions in an interaction between nations: dimensions of space and time. Space is narrowed and time is shortened in a world-scale." (Sujiyanto, 2007:97) Therefore, some parties use globalization to refer to the decreased role or border of country.

B. Globalization and Education

1. Traditional Teaching-Learning Process: Teacher as the Centre of Science.

Education at school in the past meant teacher. The teacher acts as the center or main source in education. Even Sayling Wen said that, "a teacher can influence one's student's thought, point of view and behavior throughout his life." (Sayling Wen, 2003:100). However, since globalization entered countries in the world, including Indonesia, the position of teacher has shifted. Teacher is no longer the center of education. The development of science and technology has made changes in almost all aspects of life in which various problems can be only solved by mastering and enhancing science and technology.

2. Students are required to be active in the teaching-learning process.

The different era would require different skill and specialization of individuals. Agricultural era is an era when people worked so hard to make a living through physical works. Industrial era required standardization and did not emphasize quality or talent of individuals. However, Internet era, like nowadays, is an era which liberates qualities of people which was oppressed in the industrial era. As a result, the education system needs changing. Otherwise, learning at school would be in vain without any clear purpose and goal. Therefore, new revolutions in education system has been applied in education system in Indonesia, including changing curriculum from the 1994 curriculum, teacher as the center of learning process to Competent-Based Curriculum and School-Based Curriculum through the implementation of Active Student Learning, in which students are involved in the teaching-learning process.

3. Material Delivery with the help of computer

Globalization has impact and effect on the education system in Indonesia. Such impacts can be both positive and negative. One of the positive impacts is Multimedia Interactive Learning. As a result of globalization, the development in technology changes the pattern of teaching in the education system. The classical teaching has changed into new technology-based teaching such as using the internet and computer.

In the past, teachers wrote on the blackboard using a chalk, once in a while they would make a simple drawing or made sounds and used other simple media to deliver knowledge and information to their students. Nowadays, the availability of computers makes writing, film, sounds, music and motion pictures possible to be combined as a process of communication.

4. Student-oriented learning system: Students are taught to find concepts by themselves.

In regard to the phenomenon of balloon or spring, we can see that power can change the shape of an object. In the past, when a teacher explained about how power could change the shape of an object without using any media to explain, the students might be hard to understand what the teacher had explained. The teacher obviously would teach with examples, but listening is not as effective as seeing directly. Levie and Levie (1975) in Arsyad (2005), who reviewed previous studies of learning through word, visual and verbal stimuli, conclude that visual stimulus produces better learning results such of memorizing, recognizing, recalling and connecting facts to concepts.

Changes in Pattern of Education: The government has started to lose power control over education. Demand for competition and pressure from global institutions such as IMF and World Bank make politicians and policymakers compromise to make a change. The amendment of the 1945 Constitution of the Republic of Indonesia, Law of the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards have made changes in education paradigm from centralized to decentralized one. Schools or other educational institutions have rights to create their own curricula if they find fit with the character of their schools. Convenience in Accessing Information. The convenience of accessing information in education is as a result of the rapid development of globalization such as the internet which help students access any kind of information and knowledge and share information to one student to another especially for those who live far to each other.

Student-oriented Learning.

In the past, the curriculum was based on the progress of the teacher, but now curriculum is based on the progress of the student. Initiated in 2004 Competence Based Curriculum was a start made by the government to actively involve students in the learning process. It was then followed by School-Based Curriculum. In the class, students are required to be active in the learning process. In the past, teachers were the ones who take the authority as if they were making a speech in front of the class while the students would only listen and take notes. Now, students are allowed to express their ideas through a presentation. In addition, students are not only able to memorize, but also able to find concepts and facts by themselves.

5. Negative Impacts of Globalization on Education in Indonesia

The commercialization of education

Globalization era threatens purity in education. Many schools are established for business purposes. On his book entitled "A Perfect Future", John Micklethwait tells about a story of business competition that starts penetrating education in which education corporations come to use 'back to the future' approach. One of the characteristics is the spirit of testing students a la Victoria which made Mr. Gradgrind happy in one of the Dickens' works. Those companies have to prove that they bring good result not only for students, but also for stakeholders. (John Micklethwait, 2007:166). In 2008, there was a case in UTS campus which indicated the deterioration of noble values in education. College degree could be earned with such an easy way without having to go through a learning process in accordance with prevailing procedure. Competing in offering breakthroughs in education, exclusive private schools are established for business purposes only because they demand considerable amount of money.

a. Danger of Cyber world

In addition to a means of accessing information, cyber world also has negative impact on students. There are a lot of negative contents on the internet such as pornography, bullying, racism, violence, and so forth. News about pedophilia and sexual harassment could be easily accessed by anyone, including students. Things such as Viagra, alcohol and drug are offered through the internet. For example, on October 6, 2009, there was a news about a girl in East Java who left during class to meet a man she knew via "Facebook". This is really dangerous for the learning process. The dependence on machines that run globalization such as computer and internet could make students and teachers addicted. As a result, teachers and students do not look enthusiastic when they do not use those media in the learning process. As previously discussed, globalization is inevitable. It always carries two different sides, which are positive impact and negative impact. The positive impact could be taken to improve education in Indonesia, while the negative impacts should be eliminated and reduced because it would be hard to completely avoid and reject them. In order to deal with negative impacts of globalization on education in Indonesia, it is necessary to have a firm attitude from education community, one of which is making Pancasila as the reference. In addition to being an ideology, Pancasila also serves as a filter. The influences that come from foreign countries will be filtered. Such influences are classified into two categories. The first category is the category that is suitable to Indonesian character and personality. This category will be received and developed in order to make the category really fit for Indonesian character and personality. The second category is the category that is not suitable with Indonesian character and personality so that it is necessary to reduce their potential danger for Indonesia. Making moral subjects as compulsory subjects. Subjects that give moral debriefing and moral improvement (such as religious subject, Pancasila and civic education subject) should become compulsory subjects while making a curriculum so that students would not only be proficient on general knowledge or on other special knowledge, but also have good manner and moral that is reflected in what they do and what they say.

I. ASEAN Economic Community (AEC) and Good Quality Education

AEC is a form of economic integrity of ASEAN in which there is a free trade system among ASEAN countries. Indonesia and other 9 ASEAN countries agreed on AEC treaty on ASEAN Summit held in Kuala Lumpur in December 1997. ASEAN leaders decided to create stable, prosperous, and highly competitive ASEAN Economic Region with equitable economic development and reduce poverty and socio-economic disparities (ASEAN Vision 2020). In the 12th ASEAN Summit in January 2007, they emphasized their full commitment to accelerate the establishment of ASEAN community in 2015 as put forward in ASEAN Vision 2020 and ASEAN Concord II, and signed Cebu Declaration on the acceleration of the Establishment of ASEAN Community in 2015. Indonesia was currently preparing for the 2015 ASEAN Economic Community (AEC). The impact of AEC is free trade market in capital, goods and services, investment, and skilled workers. Therefore, the aims of the ASEAN Economic Community (AEC) are enhancing economic stability and expected to be able to deal with economic problems within ASEAN countries. ASEAN is the third biggest economic power after Japan and China, which consisting of 10 countries, namely Indonesia, Malaysia, Philippine, Singapore, Thailand, Brunei Darussalam, Vietnam, Laos, Myanmar, and Cambodia.

ASEAN Economic Community (AEC) was established based on the agreement of ASEAN leaders in ASEAN Summit in December 1997 held in Kuala Lumpur, Malaysia. The agreement was aimed to enhance ASEAN competitiveness and to compete China and India to attract foreign investments. Foreign capital is required to create more job opportunities and enhance prosperity for ASEAN people. In the next ASEAN Summit, held in Bali in October 2003, ASEAN leaders declared that AEC would be established in 2015.

There are some impacts as a consequence of AEC:

1. Free flow goods for ASEAN countries, free flow services, free flow investment, flow of skilled workforces, and free flow capital.
2. Not only the impacts, but there are also obstructions in facing AEC:
 - a) First, low-quality education of workforces. Until February 2014, the number of workforces with junior-high school education or below was about 76.4 million people or 64 percent out of 118 million workforces in Indonesia.
 - b) Second, inadequate infrastructure availability and quality which affects the flow of goods and services.
 - c) Third, vulnerable industrial sectors because of dependency upon imported raw materials and intermediate goods.
 - d) Fourth, limited energy supply.
 - e) Fifth, Indonesia has not been able to deal with import invasion. Currently, imported products from China have been flooding Indonesia.

Ahead of AEC, the Indonesian government is supposed to be able to prepare strategic actions for workforces, infrastructure, and industrial sectors. In the AEC concept, Indonesia is selected to be the host of free trade. Therefore, the government should be ready to prepare infrastructure up to skilled, qualified, and professional human resources. In order to create skilled, qualified, and professional human resources, it is necessary to have quality education. Without quality education, the expectation to create skilled, qualified, and professional human resources will remain an expectation. The competition of workforces in AEC will be very tight. In the free trade market of AEC, Indonesia will receive a flock of foreign workforces and businesspersons from other ASEAN countries. As a matter of fact, the quality of Indonesian human resources is on average below the quality of human resources among ASEAN countries.

Without skilled, qualified, and professional human resources, Indonesia will only create blue-collar workers such as laborers and maids. Similarly, Indonesian businesspersons will become spectators in AEC that will start soon in a few months. This context certainly raises a big question. Can Indonesia be the host at home in a euphoria of AEC free trade that will start at the end of 2015? Meanwhile, to date, Indonesian government gives an unfavorable response to AEC which first was planned to start in 2020. Tight competition between workforces in AEC is inevitable. This is such a new era for Indonesian workforces. Highly competent workforces will have a considerable opportunity in gaining economic advantages. Therefore, to create skilled, high competence, qualified, and professional workforces, education plays a fundamental role in improving the quality of human resources so that they can compete with other workforces among ASEAN countries. In other words, domestic workforces will be eliminated in the competition with those from other ASEAN countries if they are not quality human resources.

According to the data from the Central Bureau of Statistics in 2013, approximately 35,88 million workforces in Indonesia only have primary and non-formal educations. It shows that the Human Development Index (HDI) in Indonesia is still low. Indonesian HDI ranks 111th out of 182 countries in the world. Meanwhile, in ASEAN, Indonesian HDI ranks 6th out of 10 ten countries. The position of Indonesian HDI is still below Philippines, Thailand, Malaysia, Singapore, and Brunei Darussalam. This shows that the quality of human resources in Indonesia has not been competitive yet. Therefore, human resources in Indonesia should be improved at least equal to those from other ASEAN countries so that they are ready for AEC and not only have opportunity to be laborers. Due to such low quality of human resources, Indonesia is deemed not ready for AEC. They need to be improved and strengthened through various skills. Skilled manpower is more prioritized than educated manpower. Educated manpower without adequate competence will be eliminated by those who are skilled and well-trained.

The importance of the Socialization of ASEAN Economic Community

Government is required to socialize AEC to public. Education and training should be held based on their characters such as hard skill and soft skill education. For example, a training of use foreign language. People also need entrepreneurship training especially who manage small medium enterprise in order to play a significant role in AEC. The most important step is to improve higher education in Indonesia so that universities in Indonesia can produce qualified graduates with international quality and professional skills. They should also possess language and intercultural skills. Language skill is essential to facilitate communication between manpower in ASEAN. In addition, it is also important to realize that possessing foreign language skill for business must not eliminate their identity of Indonesian language. Government should establish limitations of the use of foreign languages in Indonesia. They are not always necessary to be used in public.

For example, Malaysia, the neighboring country, has been massively affected by English language. However, Malaysia government has established strict policy to when the language could be used. For daily life, the government orders the society to speak their mother tongue, Malay. As a result, they still maintain their national identity despite using foreign language. This should be of great concern to Indonesian government. Although the ability of using foreign language is relatively low, it does not mean that Indonesian people fall behind. Therefore, it is expected that education plays a considerable role in facing AEC through formal, non-formal, and informal education. Inevitably, AEC will create impact for Indonesian citizens to achieve competence so that they can compete with other countries in ASEAN.

Strengthening Indigenous Culture

Indonesian people will encounter international interaction. Certainly, many foreign cultures will enter Indonesia. Indonesian people should be able to filter those cultures if they are negative. Therefore, it is necessary to prepare a character of Indonesia through moral education. In informal education, the role of parents and family is

required to protect Indonesian youths from moral damage. To strengthen character of the youths, training about culture and moral should be held to prepare them to face AEC in the end of 2015. It also becomes a protection from foreign culture which could eliminate Indonesians identity. By reorganizing education system in Indonesia to be better, appropriate, and qualified, it is expected that Indonesian youth generation is able to face AEC which would be applied in 2015.

Moreover, AEC does not only open trade flow in goods and services, but also market for professional manpower, such as doctors, lawyers, accountants, and so forth. Consequently, Indonesia should increase qualified manpower at home and abroad in order to prevent the invasion of foreign skilled manpower. One of the big challenges for national education is raising collective awareness that Indonesians should endeavor to achieve and compete with other countries in many aspects, one of which is competent human resources. The quality of human resources is determinant of success of development and progress of a country. Manpower from AEC countries who possess more job competence would certainly have wider opportunity to acquire economic benefits in AEC. To welcome AEC in terms of education, there are several important things to prepare:

1. Skills

It is required for Indonesians to have skills so that they can compete with foreign human resources. Therefore, skills must be possessed. People should not only accept the current results, but also have to possess all skills. If they do not have skills, Indonesians will only become consumers in their own country. For those who are in productive age, qualified skills are required to compete in ASEAN countries.

2. Knowledge

Knowledge is the second important aspect to face ASEAN Economic Community. It is essential to reinforce competence in particular fields and to stay focus upon works. Therefore, each person needs to master at least one of the disciplines, for example general practitioners. It would be better for general practitioners, or doctors who do not specialize in one particular area of medicine, to proceed to medical specialists, or doctors who have undertaken specialized medical studies, so that they would be able to focus upon one specific area of medicine. Not only does this apply to doctors, but also applies to other people working on different fields.

3. Experience

Experience is the last aspect to face ASEAN Economic Community. It is said that experience is a ladder to success. Successful people should have numerous organizational and working experience. To put it in a nutshell, if 200 university graduates in Indonesian Language and Literature whose GPA is 3.5 on average apply for a job at educational institutions, those who will probably be shortlisted are those who have a lot of experience from their former universities. University graduates who were engaged in many organizations tend to have considerable experience, outstanding leadership, and increasing maturity. As Indonesian citizens, we need to develop these three qualities to be able to compete in the ASEAN Economic Community. Otherwise, we will only become spectators in our home country.

CHAPTER III CONCLUSION

A. Conclusion

Globalization is a gradual process which is indicated by indistinct state borders. The world looks like a housing complex in which information can spread very quickly. Not only does globalization appear in economic, technology, communication, transportation and political sector, but it is obvious to occur in education sector as well. Globalization inspires education community to achieve significant breakthrough and provide easy access to education. However, it has negative effects which should be prevented from spreading widely. One of the ways to prevent the negative effects of globalization is increasing the values of Pancasila to separate foreign influence out and to provide moral provisions to students because they need to be smart as well as having excellent moral character. Upon education, globalization has both positive and negative effects. To overcome the negative effects of globalization, it is necessary to improve the quality of education. It can be achieved by managing education considering global awareness and perspective. There are two types of global perspective in education: (1) curricular perspective; and (2) reformation perspective. The development of education in Indonesia cannot be separated from the influence of globalization in which science and technology grow rapidly. In addition to globalization, free market also emerges as a challenge to education in Indonesia since it provides opportunity for overseas educational institutions and teachers to come to Indonesia. Hence, policies should be made in order to face global market, some of which are (1) improving the quality of education, both academically and non-academically; (2) setting up more productive and more efficient management of education; and (3) providing considerable amount of opportunities for people to access education. There would be at least three effects of globalization in education sector. First, education would be a commodity and a commercial object as neoliberalism get stronger in the world. Second, the state would no longer have absolute control over education. Third, globalization would stimulate delocation, technology changes and educational orientation.

One of the most important things that our nation needs to prepare is experienced human resources because the quality of human resources determines success and development of a country. Manpower from ASEAN Economic Community countries who demonstrate great competence may get more opportunity for economic benefits from the community. In terms of education, there are several things that should be prepared. First, every citizen of the Republic of Indonesia should have considerable skills so that they will be able to compete with foreign citizens. Second, every citizen

should also acquire comprehensive knowledge relating to their chosen field. Comprehensive knowledge may support them in maintaining their focus. Third, Experience is the last important thing that needs to be prepared for it is said that experience is a ladder to success. Successful people should have numerous organizational and working experience. Indonesian citizens should develop these three qualities to be able to compete in ASEAN Economic Community. Otherwise, we will only become spectators in our home country.

B. Suggestions

The government of the Republic of Indonesia may take major steps in finding problems as well as offering solutions about education in Indonesia, one of which is providing excellent yet affordable education. Some regions in the Republic of Indonesia have provided free-tuition excellent education, but this regulation applies only to certain areas. Therefore, the Central Government of the Republic of Indonesia should also put the regulation into operation on a national scale. The Central Government, however, should eliminate unnecessary bureaucracy and corruption because they are two among other things that could put an end to our nation. Mohammad Nuh, the former Minister of Education of the Republic of Indonesia, said that education should outlaw discrimination emerging out of social gap between the rich and the poor because of distinctive factors between communities in cities and rural areas which prevented them from pursuing education (kompas.com, 3 November 2009). This should be implemented as soon as possible to fulfil the rights of every citizen of the Republic of Indonesia to get proper education and to encourage educational institutions to take low price methodologies and curricula into consideration.

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