
National Standards of Education

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Keywords

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Abstract

National education standards are minimum criteria regarding various relevant aspects in the implementation of the national education system and must be met by education providers and/or units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. National education standards are minimum standards or criteria related to the education system held in Indonesia. National Education is used for Education organized by the Central Government, Local Government, and the community in the formal education pathway, non-formal education pathway, and informal education pathway. The formal education pathway is formal early childhood education; basic education; middle education; and higher education. The non-formal education pathway is non-formal early childhood education; and equality education.

INTRODUCTION

Indonesian National Education Standards must be in line with the mandate of Article 31 of the 1945 Constitution of the Republic of Indonesia concerning Education and Culture, namely that: (1) Every citizen has the right to education; (2) Every citizen is obliged to attend basic education and the government is obliged to pay for it; and (3) The government seeks and organizes a national education system that increases faith and piety as well as noble character in the context of educating the nation's life. Through education, national goals will be achieved. Therefore, the government continuously strives to improve the quality of national education.

In line with this, the Government together with the House of Representatives have enacted Law Number 20 of 2003 concerning the National Education System. This law mandates major reforms in the education system in Indonesia. Furthermore, to ensure the

quality of the implementation of education, it is stipulated in Government Regulation No. 19 of 2005 concerning National Education Standards.

In realizing PP 19, operationally a ministerial regulation is stipulated which contains 8 standards for implementing education in Indonesia, namely: 1) Ministerial Regulation No. 22 of 2006 concerning Content Standards. 2) Ministerial Regulation Number 23 of 2006 concerning Graduate Competency Standards. 3) Ministerial Regulation Number 20 of 2007 concerning Assessment Standards. 4) Ministerial Regulation Number 22 of 2007 concerning Book Standards. 5) Ministerial Regulation Number 24 of 2007 concerning Facilities and Infrastructure Standards. 6) Ministerial Regulation Number 19 of 2007 concerning Management Standards. 7) Ministerial Regulation Number 16 of 2007 concerning Educators and Education Personnel. 8) Ministerial Regulation Number 13 of 2007 concerning Standards for Principals/Madrasahs (Raharjo, S. B. 2014).

Through national education, every Indonesian citizen is expected to become a human being who fears God Almighty, has noble character, is intelligent, productive, highly competitive, and dignified in the midst of international relations. In this connection, every effort needs to be made so that the implementation of national education can be successful so that the goals of national education can be achieved. Process Standards In accordance with the mandate of Government Regulation No. 19 of 2005 concerning National Education Standards, one of the standards that must be developed is the process standard.

Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competence. The process standard contains the minimum criteria for the learning process in primary and secondary education units in all jurisdictions of the Unitary State of the Republic of Indonesia. This process standard applies to primary and secondary education levels in the formal pathway, both in the package system and in the semester credit system. Process standards include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process to be implemented (Ministry of National Education, 2003).

The running of educational institutions certainly needs money, especially in quality educational institutions that want their educational institutions to meet national standards, (Rahmatullah, AS, et al., 2022) to be more credible and accountable, both of which must be internet-based (online), (Syahrani, S. 2021) schools whose financing and even assessment are always internet-based (Syahrani, S. 2022) are considered to be more advanced in terms of management (Syahrani, S. 2022) because organizations with this model look more prepared to face the times (Syahrani, S. 2022) and considered ready to compete with the outside world, (Shaleha, Radhia, and Auladina Salihah., 2021) because they are used to and adaptive to information technology that continues to develop, (Syahrani, S. 2018) especially in the Koran there are actually many verses that talk about this, so that Islam is not left behind (Syahrani, S. 2019) of course there are many strategies that must be carried out in order to be able to master the latest technology in terms of developing school organizations,

(Chollisni, A., et al. al., 2022) no matter how great a school is, without adapting to the times, it still feels like something is lacking (Syahrani et al, 2020) especially now that there are many quality schools and advanced technology (Syahrani, 2018) if these two things are fulfilled, of course it is easier to promote schools, (Syahrani, 2017) so it is hoped that the course of a school will be more ideal according to dreams, (Syahrani, 2017) although there are still many weaknesses, they must always be addressed (Syahrani, 2017).

METHODS

In this study, the researcher used a qualitative type of research. This qualitative research is research that uses a natural setting with the aim of understanding the phenomena of what is experienced by the research subject holistically (whole), by describing the data in the form of words and language and by utilizing various natural methods. Researchers use this type of qualitative research.

According to Tohirin, qualitative research is "research that seeks to build the views of people who are examined in detail and formed with words, holistic (thorough and deep) and complicated pictures." data sources, the expected results are all unclear. The research design is still temporary and will develop after the researcher enters the research object. In addition, in looking at reality, qualitative research assumes that reality is holistic (comprehensive), dynamic, cannot be separated into research variables. Thus, in this qualitative research, it is not possible to develop research instruments before the problem under study is completely clear. Therefore, in qualitative research "the researcher is the key instrument". So the researcher is a key instrument in qualitative research (Purwanto, 2010).

RESULTS AND DISCUSSIONS

Learning methods

Can be selected for the implementation of learning, among others: group discussions, simulations, collaborative learning, cooperative learning, problem-based learning, or other learning methods, practice.

The goal is that those who have a good education can have creativity, knowledge, personality, be independent and become more responsible individuals. to educate the nation's life and develop a complete human being, namely fear of God Almighty, knowledgeable, physically and mentally healthy, possessing noble character, independent, solid personality, and responsible for the nation.

Educational Principles

The principle of education is a truth that becomes the basis or foundation of thinking, both at the design and implementation stages of education. Especially in Indonesia, there are several educational principles that provide direction in designing and implementing education. Among these principles are the principle of tut wuri handayani, the principle of lifelong learning, and the principle of independence in learning.

Tut Wuri Handayani Principle

As the first principle, tut wuri handayani is the core of the Among College system. The principle that was echoed by Ki Hajar Dwantara was later developed by Drs. R.M.P. Sostrokartono by adding two more slogans, namely Ing Ngarso Sung Sung Tulodo and Ing Madyo Mangun Karso. Now the three mottos have merged into one unified principle, namely: ing Ngarso Sung Tulodo (if in front of giving an example), ing Madyo Mangun Karso (if in the midst of giving support and encouragement, tut Wuri Handayani (if behind giving encouragement).

Principles of Lifelong Learning

The principle of lifelong learning is a point of view from the other side of lifelong education. A curriculum that can be designed and implemented by taking into account two dimensions, namely the vertical and horizontal dimensions. The principle of lifelong learning is a point of view from the other side of lifelong education. A curriculum that can be designed and implemented by taking into account two dimensions, namely the vertical and horizontal dimensions.

The vertical dimension of the school curriculum includes the linkages and continuity between levels of schooling and the relationship with the lives of students in the future. The horizontal dimension of the school curriculum is the relationship between learning experiences at school and experiences outside of school.

The Principle of Independence in Learning

In teaching and learning activities, as early as possible independence in learning is developed by avoiding teacher intervention, but teachers are always ready to lend a hand when needed. The realization of the principle of independence in learning will place the teacher in the main role as a facilitator and motivator. One approach that provides opportunities to train students' learning independence is the CBSA system (active student learning method).

1. Standard Requirements for the Implementation of the Education Process
 2. Study groups The maximum number of students per study group is: SD/MI 28 students, SMP/MT: 32 students, SMA/MA: 32 students, SMK/MAK: 32 students
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3. The minimum workload of teachers: a) The workload of teachers includes the main activities, namely: planning lessons, implementing lessons, assessing learning outcomes, guiding and training students, and carrying out additional tasks; b) the teacher's workload as referred to in letter a above is at least 24 (twenty four) hours face-to-face in 1 (one) week.
 4. Textbooks include: a) textbooks that will be used by schools/madrasahs are selected through a teacher meeting with the consideration of the school/madrasah committee from textbooks determined by the Minister, the ratio of textbooks for students is 1:1 per subjects; in addition to textbooks, teachers use teacher manuals, enrichment books, reference books and other learning resources; the teacher familiarizes students with using books and other learning resources in the school/madrasah library.
 5. Classroom management includes: a) the teacher arranges the seats according to the characteristics of the students and subjects, as well as the learning activities to be carried out; b) the volume and intonation of the teacher's voice in the learning process must be heard well by students; c) the teacher's speech is polite and can be understood by students; d) the teacher adapts the subject matter to the speed and learning ability of students; e) the teacher creates order, discipline, comfort, safety, and decisions on regulations in carrying out the learning process; f) the teacher provides reinforcement and feedback on the responses and learning outcomes of 3 students during the learning process; g) the teacher respects the opinions of students; h) the teacher wears polite, clean, and neat clothes; i) at the beginning of each semester, the teacher convey the syllabus of the subjects he teaches; and j) the teacher starts and ends the learning process according to the scheduled time.
 6. Graduation standards include: a) Graduate competency standards in early childhood education are standards for the level of achievement of early childhood development. This standard focuses on aspects of child development which include religious and moral values; Pancasila values; motor physics; cognitive; language; and social emotional. Cultivation of character in accordance with the values of Pancasila. As well as the development of literacy and numeracy competencies for students to participate in further education. b) Competency standards of graduates in Educational Units of Basic Education are focused on preparing students to become members of the community who believe and fear God Almighty and have noble character; c) Graduate competency standards at the General Secondary Education Level Education Unit are focused on preparing students to become members of the community who believe and fear God Almighty and have noble character; inculcating character in accordance with the values of Pancasila; and knowledge to improve the competence of students so that they can live independently and participate in further education. d) Competency standards of
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graduates in the Education Unit Level Vocational secondary education are focused on preparing students to become members of the community who believe and fear God Almighty and have noble character; inculcating character in accordance with the values of Pancasila; and skills to improve the competence of students so that they can live independently and participate in further education in accordance with their profession.

e) Graduate competency standards in Higher Education Education Units are focused on preparing students to become members of the community who believe and fear God Almighty and have noble character; inculcating character in accordance with the values of Pancasila; and knowledge, skills, independence, and attitude to discover, develop, and apply science, technology, and art, which are beneficial to humanity.

7. There are 8 National Education Standards held in Indonesia as follows:
8. Content Standards (SI), covering the minimum material scope and minimum level of competence to achieve minimum graduate competence at certain levels and types of education. The Content Standards contain the basic framework and structure of the curriculum, learning load, unit level curriculum, and educational calendar. As stated in Ministerial Regulation No. 22 and 24 of 2006.
9. Standard Process (SP), in the education unit is the implementation of the learning process interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to talents, interests, and developments physical and psychological

Education Implementation

1. The implementation of learning includes preliminary activities, core activities and closing activities.
 2. Teacher Preliminary Activities: preparing students psychologically and physically to participate in the learning process, asking questions that relate previous knowledge to the material to be studied, explaining the learning objectives or basic competencies to be achieved, conveying the scope of the material and explanations for the appropriate activities syllabus.
 3. The core activity is a learning process to achieve basic competencies which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests and physical development as well as psychology of students. The core activities use methods that are adapted to the characteristics of students and subjects, which can include the process of exploration, elaboration, and confirmation. Includes a) Exploration (involving students looking for broad and deep information about the topics/themes to be studied by applying the natural principles of takambang as a teacher and learning from various sources, using a variety of learning approaches, learning media, and other learning resources; facilitating the occurrence of interactions between
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students and between students and teachers, the environment, and other learning resources; involve students actively in every learning activity; and facilitate students to conduct experiments in the laboratory, studio, or field b) Elaboration (familiarize students to read and writing variously through certain meaningful tasks, facilitating students through giving assignments, discussions, and others to come up with new ideas both orally and in writing; providing opportunities to think, analyze, solve problems, and act without fear; facilitate students in cooperative and collaborative learning; facilitating students to compete in a healthy manner to improve learning achievement; Facilitate students to make exploration reports which are carried out both orally and in writing, individually or in groups; facilitate students to present creations; individual and group work; facilitating students to conduct exhibitions, tournaments, festivals, and the resulting products; Facilitate students to carry out activities that foster pride and self-confidence of students. d) Confirmation (providing positive feedback and reinforcement in the form of oral, written, gestures, or gifts on the success of students, providing confirmation of the results of exploration and elaboration of students through various sources, facilitating students to reflect to gain the learning experience that has been done, facilitating students to gain meaningful experience in achieving basic competencies: functioning as resource persons and facilitators in answering questions of students who are facing difficulties, using standard and correct language; helping to solve problems; providing references so that students can check the results of exploration; giving information to explore further, and provide motivation to students who are less or have not actively participated.

4. The closing activities of the teacher: a) together with the students and/or make a summary/conclusion of the lesson; b) assessing and/or reflecting on activities that have been implemented consistently and programmed; c) provide feedback on the learning process and results; d) planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or giving assignments both individually and in groups according to student learning outcomes; e) convey the learning plan at the next meeting.

Functions and Types of Education

1. Education also has functions including developing abilities, shaping character, personality so that students can become better individuals with the following functions:
 2. To prepare the whole community to be independent in earning their own livelihood
 3. Build and develop individual interests and talents for personal satisfaction and the public interest
 4. Help preserve the culture of the community
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5. Instilling the skills needed to participate in democracy
6. Become sources of social innovation in society
7. The types of education in Indonesia are as follows:
8. Formal Education. This type of education is a type of education that is structured and has levels ranging from Early Childhood Education (PAUD), Basic Education (SD), Secondary Education (SMP), Secondary Education (SMA) and Higher Education (University).
9. Non-Formal Education. Non-formal education is an educational path outside of formal education which is carried out in stages and in a structured manner. This type of education is equalized according to the results of the formal education program through an assessment process from the competent authorities. Examples include Course Institutions, Taklim Councils, Playgroups, Studios and others.

Informal Education

This education comes from the family and environment where students are expected to learn more independently. Examples of this informal education are religion, character, ethics, manners, morals and socialization. Now you understand why education must be built properly? Remember education is the best investment for the younger generation. With a good education, the younger generation can also contribute more to the nation and state. However, not only for the younger generation, education is also important for all generations. Therefore education is the best foundation that everyone should have.

CONCLUSION

National Education Standards or abbreviated as SNP are minimum standards or criteria related to the education system implemented in Indonesia. The National Education Standards for Indonesian National Education must be in line with the mandate of Article 31 of the 1945 Constitution of the Republic of Indonesia concerning Education and Culture, namely that: (1) Every citizen entitled to education; (2) Every citizen is obliged to attend basic education and the government is obliged to pay for it; and (3) The government seeks and organizes a national education system that increases faith and piety as well as noble character in the context of educating the nation's life. Through education, national goals will be achieved. The goal is that those who have a good education can have creativity, knowledge, personality, be independent and become more responsible individuals. Education also has functions including developing abilities, shaping character, personality so that students can become better individuals.

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