

MANAGEMENT OF LEARNING FACILITIES TO SUPPORT THE QUALITY OF EDUCATION AT STATE VOCATIONAL HIGH SCHOOL OF AGRICULTURE DEVELOPMENT JAMBI

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ABSTRACT

The State Vocational High School of Agriculture for Development of Jambi is one of the vocational schools that educates students to become skilled personnel in agriculture and is quite famous for its achievements. One of the success factors is the completeness of learning facilities. Learning facilities are an important factor in supporting the quality of education. There are schools that have complete facilities but are still not optimally managed so that they cannot be used optimally. Therefore, an effective and efficient management of learning facilities is needed to overcome this. This study aims to describe the management of learning facilities, constraints and solutions in managing learning facilities to support the quality of education at SMK N PP Jambi. The research conducted is descriptive qualitative. The informants in this study were the deputy head of the learning facility, the head of the laboratory, the head of the workshop, the head of the library, the teacher and the students. In determining the informants using purposive sampling technique based on information from the dapodik operator of SMKN PP Jambi. Data obtained through the method of observation, interviews, and documentation. The validity of the data used the triangulation method with the type of source triangulation and method triangulation. Furthermore, the data were analyzed using interactive analysis from Milles and Hubberman, which consisted of: data collection, data reduction, and conclusion / verification. The results of this study indicate that: (1) Management of learning facilities at the Jambi Development Agricultural State Vocational High School includes planning, procurement, regulation, use, and elimination. The steps in planning include needs analysis, cost estimation, prioritization and preparation of a procurement plan. The source of funds is obtained from the School Operational Assistance, assistance from the Human Resources Development Agency of the Ministry of Agriculture and alumni assistance. Regulatory activities include inventory, storage and maintenance. The use of learning facilities has set a schedule that has been prepared to avoid clashes in usage. The removal process is carried out to

avoid the accumulation of goods that cannot be used. (2) The constraints faced, among others, relate to the cost and low awareness of teachers or students to maintain existing learning facilitiescovid.

Keywords : *Management, Learning Facilities, Educational Quality*

INTRODUCTION

Education and learning are two different concepts but they are still in the same scope. From the point of view of the philosophy of knowledge, education is often interpreted and interpreted differently by people, depending on the interpretation or and the theory that they hold. There are some expert opinions about the meaning of education, but this is commonplace in the academic world. Of course, it can enrich the scientific literature so that it is useful for the development of this theory. In Law Number 20 of 2003, it explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation and state.

Education has a broader scope than learning, and learning is part of education itself. In simple terms, education is a conscious and deliberate effort, carried out by the teaching staff in maturing students, through the transformation of good values. Meanwhile, learning is a conscious and deliberate effort to mature students

by transforming science and technology. The success of an education is influenced by the success of the learning process in it, and the success of learning is influenced by various aspects that are interrelated between these factors.

In the regulation of the Minister of Education and Culture Number 34 of 2018 Article 1 paragraph 4 explains that vocational high schools are formal education at the secondary education level that organizes vocational programs. Furthermore, in the National Education System Law Number 20 of 2003, SMK has the following objectives: 1) to equip students with competencies that are in accordance with the expertise program they are interested in or of their own choice; 2) equip students with science and technology in order to develop their potential in the future; 3) preparing students to become productive human beings, able to work independently, to fill available work formations; 4) prepare students to be able to choose careers, be resilient, persistent in competence and adapt.

SMK is a formal high school that has unique characteristics from public schools, namely there is group C (skill competency) or productive training material. The expertise package training material is a production skill group subject that is useful for equipping students to have work competencies according to the Indonesian National Work Competency Standards (SKKNI) that have been set by the National Standardization Agency (BSN) according to the needs of trained workforce in the industrial world. . Productive training courses are taught specifically in accordance with the core competencies and basic competencies (KI-KD) of each skill package developed. C3 lessons (skill competency) have a large ratio of lesson hours compared to the number of hours of lessons for national content (group A) and regional content (group B) (Perdirjendikdasmen, 2018). According to the theory of Prosser and Quigley (1949), several factors of vocational education will be effective if learning facilities such as tools, machines, and job assignments are in accordance with the needs of the graduates where they will work. The C3 training eye group or expertise package prioritizes the muscle strength (psychomotor) aspects of students. According to the Big Indonesian Dictionary, psychomotor is related to physical activity related to mental and psychological processes. In simple terms, psychomotor means the ability of students to put more emphasis on muscle movement and several other activities that combine nerve coordination and muscle strength.

One aspect that greatly affects the quality or quality of education is the fulfillment of existing learning facilities in the

education unit. According to Dimiyati and Mudjiono's opinion (1999: 244), learning facilities are learning facilities. This information is contained in the Regulation of the Minister of Education and Culture of the Republic

of Indonesia No. 34 of 2018 concerning the National Standards for Vocational Secondary School Education and Vocational Madrasah Aliyah (SNP SMK / MAK). Consists of eight (8) standards, namely: a) graduate competency standards (SKL); b) content standard (SI); c) standard learning process; d) educational assessment standards; e) standards of educators and education personnel; f) standard educational learning facilities; g) management standards; and h) standard operating costs.

School facilities that are effective and responsive to changes in educational programs must at a minimum provide a physical environment that is comfortable, safe, easily accessible, has good lighting, and adequate ventilation. Learning facilities consist of not only physical structures and various building systems, such as electricity, piping, mechanics, energy, telecommunications, security, and fire prevention systems. Learning facilities also include furniture, practical materials and equipment, information technology equipment, and various aspects of the building's foundation, namely sports fields, playgrounds, areas for outdoor learning, and vehicle access and parking. Learning facilities are more than just places for the educational process but are an integral component of the learning conditions. The layout and design of the learning facilities contribute to the place experiences of students, educators, and community members.

Optimization of management, how to use, and conditions of learning facilities greatly affect an education program and the quality of graduates. The lack of learning facilities in accordance with the latest developments in science and knowledge and technology in SMK can make students unable to compete in the world of work or the business world. On the other hand, the condition of the resources is concerning, including the lack of facilities in learning which has an impact on the learning process at school. Therefore a minimum standard of SMK learning facilities is needed in accordance with the expertise program. Permendikbud Number 34 of 2018 has detailed the differences between educational facilities and educational infrastructure. Educational facilities are portable learning equipment and support. Examples of educational facilities such as furniture, books and other learning resources, practical tools and materials, audio visual equipment, and information and communication technology equipment, and other equipment that are easily mobilized. Furthermore, educational infrastructure is the basic infrastructure needed to support the functioning of educational units. Examples

of infrastructure include: land, corridors, roads and walkways, classrooms, indoor and outdoor laboratories, electrical installations and internet networks. Underlining from the explanation above, that is, means are direct in supporting the learning process, and infrastructure is indirect in supporting learning activities in educational units.

The availability of educational facilities at schools is one of the keys to success in presenting a quality learning process, because learning activities cannot run optimally if there are no human resources with the availability of facilities in accordance with the expertise package at the school. The availability and condition of facilities in vocational high schools must absolutely exist and be well managed in order to achieve the goals set out in the vision and mission of the school. Currently, almost all schools have quite complete and adequate facilities, especially if the school has been around for a long time.

The quality and quantity of learning facilities, and their continuity cannot be maintained. Meanwhile, the procurement of learning facilities is not carried out every year. In the end, this problem becomes an obstacle in improving the quality of education. This also has an impact on the inefficiency of the education budget. Therefore, professional human resources are needed in the management of learning facilities so that the quality and quantity can last for a long time. Proper management of learning facilities is expected to be a solution to problems in the use of learning facilities in educational units.

Educational management is an activity to regulate learning facilities by utilizing existing resources in the education unit effectively and efficiently. Existing resources share responsibilities and contribute in organizing and maintaining learning facilities so that the teaching and learning process can run optimally. According to Barnawi and Arifin (2016), the processes carried out in the management of learning facilities include: a) planning; b) procurement; c) arrangement (inventory, storage and maintenance); d) use; e) deletion. All these processes are combined to form the education facility management cycle.

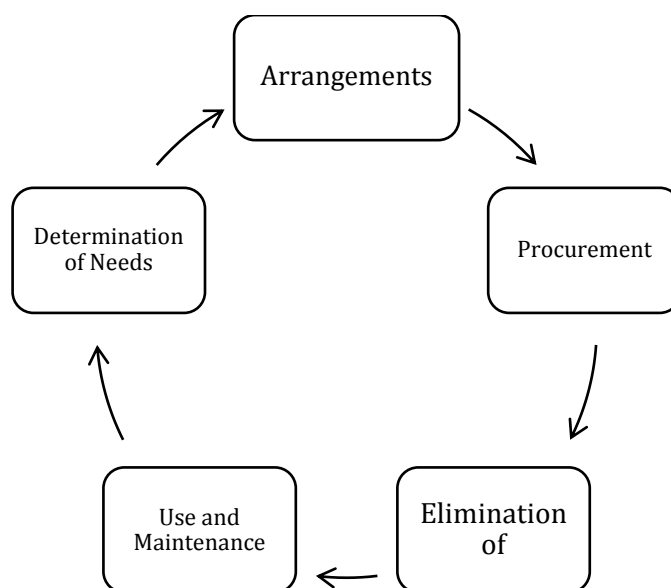


Figure 1. Management of learning facilities Source: Barnawi and Arifin, 2016

Learning facility management activities begin with planning. This activity is carried out to record the types of learning facilities needed in the education unit. The next activity is the procurement process, which is a series of activities to provide learning facilities according to what has been planned. The next activity is regulation which includes inventory, storage and maintenance activities. Then the use of learning facilities is to take advantage of the types of facilities in accordance with learning activities. In using this learning facility, the principles of effectiveness and efficiency principles must be considered. The last activity of managing learning facilities is elimination. This activity is related to the activity of removing facilities from the list of assets or assets of an educational unit in accordance with existing regulations.

SMKN PP Jambi is the leading agricultural vocational high school in Jambi Province, with 60% of students coming from outside Batanghari Regency and 35% from within the Regency, and around 5% from outside Jambi Province such as Riau, West Sumatra, Sumatra North and South Sumatra. One of the attractive factors for parents and prospective students of SMKN PP Jambi is the availability of adequate and adequate educational facilities.

SMKN PP Jambi as a vocational (vocational) secondary education institution in the field of agribusiness and agro-industry provides adequate learning facilities so that teaching and learning activities can take place effectively and efficiently so that they can improve the

quality of learning and the vision and mission of education unit objectives that have been formulated can be achieved properly.

Based on the results of the initial survey conducted, there were several problems faced at SMKN PP Jambi. Among the existing problems, the most obvious problem is the low competence of personnel who handle learning facilities at school. This happens because every transfer of the principal will be followed by a replacement of representatives in the field of learning facilities and their staff. This causes the human resources in charge of learning facility management to lack understanding of the regulations related to the management of learning facilities or lack of experience in managing learning facilities. In addition, there is a lack of interest in reading by teachers and staff or employees appointed to manage the latest regulations or laws that apply to national education standards.

The obstacles faced by schools are budget constraints, inadequate competence of educational staff in managing learning facilities, and not all teachers, employees and students have awareness of maintenance activities in the use of learning facilities. One example is when they have finished practicing in the field, sometimes teachers,

employees or students forget and are lazy to clean the tractor from the soil and mud that sticks to the surface of the tool and implements. This of course makes the practice equipment dirty, easily corroded and damaged.

Another problem is about inaccurate management and does not pay attention to the geographical conditions of the school environment. This can be seen from the use of buildings and land which are not clearly mapped. For example, classrooms are far from laboratories or practice rooms, resulting in less effective and optimal practicum activities.

Based on the description above regarding the influence of learning facilities to support the optimal teaching and learning process in schools and the reality of problems in managing learning facilities that are still not being implemented effectively and efficiently in this school in general, it is necessary to conduct studies or research to reveal these problems. Therefore, the authors are interested in studying and researching the management of learning facilities in the hope that it can describe more deeply the problems regarding the management of learning facilities, which are then used as guidelines and solutions for existing problems related to the management of learning facilities at SMKN PP Jambi.

METHODOLOGY

This study used a qualitative descriptive study. With this method, it aims to gather information about the implementation of management of learning facilities in related schools. With qualitative research, researchers can get a picture of the phenomena and facts relevant to the object of research. Researchers observe subjects in their environment, interact and interpret the subject's opinion about the world around.

With qualitative research, it is hoped that a clear picture of the management of learning facilities is expected to support the quality of education at the State Vocational School of Agricultural Development Jambi. The qualitative research method is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument, data sampling is done by purposive sampling, data collection techniques are using triangulation (combined), namely method triangulation and source triangulation. , data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization.

To obtain data, facts and information that will reveal and explain problems, descriptive analysis research methods are used through library research and field research. Data collection techniques using the method of observation, interviews, and documentation. The instruments used to collect data were observation sheets, interview guides, and documentation guides. The validity of the data was measured using triangulation of sources and methods.

RESEARCH RESULTS AND DISCUSSION

CONDITIONS OF LEARNING FACILITIES

Based on observations and interviews conducted with several informants, it can be seen that the conditions of learning facilities at SMKN PP Jambi are good and adequate. This good condition of learning facilities proves that the maintenance of learning facilities is carried out optimally, whether it is heavy, light or periodic. If there are learning facilities that are damaged, the school will try as soon as possible to repair or replace them with new ones. This learning facility that is quite complete is very helpful in the learning process so that it becomes more optimal for achieving quality education. For example, by providing practical equipment that is quite complete, it makes the subject matter easier to understand by students and increases the

enthusiasm of students in participating in teaching and learning activities (KBM). In addition, SMKN PP Jambi already has facilities that support teaching and learning activities and extra-curricular activities, such as the availability of computer laboratories, expertise package laboratories, science laboratories, libraries, sports fields, post-harvest laboratories, tissue culture laboratories, livestock laboratories, agricultural product processing rooms. , fish ponds, plantation land, food crop land and so on which have certainly been very supportive of the learning process at SMKN PP Jambi.

STAGES OF MANAGEMENT OF LEARNING FACILITIES PLANNING PLANNING

Stages are carried out to determine the learning facilities needed by the school. Every year, SMKN PP Jambi always tries its best to meet the needs of school facilities. This is intended so that the learning process in schools can take place optimally. Good planning is prepared on the basis of a needs analysis in the school itself, by determining the priority scale, the school plans what needs to be done first regarding the urgency of this learning facility. Planning at SMKN PP Jambi is a step to determine the need for learning facilities based on the conditions they have. The condition of the learning facilities that you already have needs to be considered in order to determine a good plan that will be held at the beginning of each new school year. The needs analysis is carried out every week because each facility must have a useful life, therefore the school conducts a needs analysis, what causes the damage and obstacles, whether it needs to be replaced or not to be included in the planning list. The needs analysis is carried out in collaboration with all heads of study programs and the head of the administrative division at the school. In other words, before planning, each head of the program has held an internal meeting in their respective study programs to be submitted to the vice sarpras or school principal so that they can be included in the planning list of learning facilities at school.

Each expertise program is responsible for the learning facilities it has, if then it has a need that must be submitted then the program head has the duty to propose these needs to the facility and infrastructure waka, in this case not only teachers or school staff who can propose needs learning facilities, but

students can also propose what they need to be registered in planning notes. Submission of proposals for the provision of learning facilities by students is held in a meeting of parents of students or what is called a school committee meeting, in this case the public relations sector and dudi have a role to accommodate these proposals to be submitted to the facilities and infrastructure at school and acted upon. followed by the principal.

Apart from needs analysis, it is necessary to establish a priority scale to determine planning. The priority scale is done so that schools can arrange more important needs to be held first. Priority scale, time allocation and cost allocation are important factors in planning learning facilities at SMKN PP Jambi. Planning is done by holding a coordination meeting at the beginning of the semester to discuss school programs and the need for supporting learning facilities. The meeting was attended by school principals, deputy heads, heads of administration, heads of expertise programs and asset staff.

PROCUREMENT

The next function is the procurement function. Procurement activities are carried out to provide the needs of learning facilities that are used to support the learning process. In this activity, after planning by considering the priority scale factor, as well as the allocation of funds and time, the time for facilities and infrastructure works together with the treasury, in this case the head of the administrative division, to provide learning facilities in accordance with the existing budget. Procurement is done by purchasing, repairing, reconditioning or making your own. Sources of funds to provide learning facilities come from three sources, namely DIPA (Budget Usage List) originating from the Jambi Provincial Government and from the BPSDMP of the Ministry of Agriculture as well as alumni assistance or donations.

The procurement process takes into account the available budget allocations, particularly those of a large nature such as new buildings, classrooms and other facilities. If the budget for procurement that is large in nature such as the construction of classrooms has dropped and can be used, then the school will then form a procurement planning team, consultants and supervisors, and a team of construction workers. The procurement process is carried out by purchasing or manufacturing which is then distributed to each expertise program or as needed.

ARRANGEMENT

After the procurement process, then go into the regulatory stage which includes inventory, storage and

maintenance. Based on the results of interviews with the deputy principal in the field of facilities and infrastructure carried out, it was explained that the arrangement of learning facilities was differentiated based on heavy maintenance categories such as halls, workshops, prayer rooms, laboratories, classrooms and so on, and then entered into the light maintenance category (costs under five million rupiah) and periodically (two-wheeled, three-wheeled, four-wheeled, tractors and machinery). The representative of the field of sarpras also explained about the arrangement of learning facilities that after purchasing goods which were then inventoried by the administration section, namely the asset staff, then the goods were handed over to the department that used the facility and became their responsibility for both storage, maintenance and maintenance.

In making an inventory of existing learning facilities, the deputy head of the facilities and infrastructure sector collaborates with the administrative staff section of the asset division to collect data and record. The asset division staff uses special programs or applications to inventory or record learning facilities that have been held in schools, namely by using applications Microsoft Office (Microsoft Word and Microsoft Excel). Classification and coding of goods is also carried out in an inventory of existing facilities, each item has a code affixed to the item.

Furthermore, maintenance procedures, especially maintenance of a large nature, such as maintaining buildings, halls, classrooms, and so on, are carried out by scheduling maintenance carried out based on the schedule determined when holding a school activity budget plan meeting (RKAS). In maintenance procedures, Waka Sarpras collaborates with department heads and program heads who use these learning facilities, meaning that the program heads are responsible for coordinating the maintenance of their facilities, if they are damaged, they are tasked with reporting to Waka Sarpras for repair. The head of the expertise program is also responsible for managing suggestions related to learning facilities in their respective study programs.

USE

The next stage is the use of learning facilities at SMKN PP Jambi. The use can be said to be the activity of using learning facilities to support the educational process

for the achievement of educational goals. As for the use of learning facilities, the principles of effectiveness and efficiency must be considered. The principle of effectiveness means that all use of educational equipment in schools must be aimed solely at facilitating the achievement of educational goals, either directly or indirectly. Meanwhile, the principle of efficiency means the use of all educational supplies in an efficient and careful manner so that all existing equipment is not easily used up, damaged, or lost.

The use of learning facilities at SMKN PP Jambi is carried out with the permission of the administration department, for example if you want to use the hall for meeting meetings or so on, while for learning facilities that support the learning process such as LCD and its devices, markers, whiteboards and so on are provided in each class or with the deputy head of curriculum. The use of laboratories and practice rooms is regulated according to a schedule that has been prepared by each room manager, this is very important to avoid clashes in the use of school laboratory facilities.

ELIMINATION

Elimination is an activity to free learning facilities from the applicable responsibility for justifiable reasons. The write-off is carried out to avoid accumulation of assets that cannot be utilized anymore. The procedure for deletion at SMKN PP Jambi is carried out in the following stages, namely the selection of items to be deleted is carried out every year at the same time as planning the need for learning facilities, then making a notification or minute of deletion.

Based on interviews conducted with the deputy head of the facilities and infrastructure sector as well as the head of the SMKN PP Jambi workshop, it can be concluded that the elimination procedure is to hold auctions and conditional grants. As for the elimination by donating goods to a school or other institution, it is done by submitting an application letter to SMKN PP Jambi. For learning facilities that cannot be used at all, such as books that have been eaten by termites or submerged in floods, scrap metal from tractors and implements, the administration

subsection will prepare an official report on the removal of these items.

CONSTRAINTS AND SOLUTIONS

The obstacles faced by SMKN PP Jambi are related to financing for the management and procurement of learning facilities. It cannot be denied that funding is one of the factors that determines the running of the management process, especially in the procurement and maintenance process.

Basically SMKN PP Jambi already has a budget allocated for the maintenance of learning facilities, but the need for the provision of learning facilities is more than the budget availability. In addition, the obstacles faced in the management of learning facilities are related to the awareness of students to maintain and maintain existing learning facilities. In essence, the maintenance of learning facilities at school is not only the duty and responsibility of the officers, but the responsibility of all school members, in this case including students who use these learning facilities.

Based on this, it can be seen that the obstacles faced in this management activity are related to financing and the awareness of students. Troubleshooting costs can be done by planning well. Optimization of priority scale needs to be done to avoid unnecessary expenses. Apart from that, schools can also take advantage of donations made by other parties.

Furthermore, regarding the awareness of students, it can be anticipated by collaborating between educators and education staff with class apparatus, such as student council, class leader, and so on. This can be done by holding a cleaning competition, or making a pamphlet with an appeal to keep clean. In addition, it can be done by holding seminars on hygiene or health related to environmental cleanliness.

The awareness of students basically also grows based on what they see and experience on a daily basis, in this case educators and education personnel become role models for students and are examples to be imitated. Therefore, the awareness of students begins with the awareness of their role models. Educators and education personnel must be able to be good role models so that students are able to imitate and apply them.

With the SWOT analysis method, the strengths, weaknesses, opportunities and threats can be identified as follows:

Strengths

1. Strategic location, easy to reach and close to centers of agriculture, plantations and fisheries as the student's practical destination.
2. Complete and well-maintained learning facilities.
3. Extensive network.
4. Competent educators and non-educational staff.

Weaknesses

1. Flood-prone areas.
2. Low sense of belonging and responsibility to maintain learning facilities at school.
3. Financing.
4. Inappropriate leadership style.

Opportunities

1. Assign and schedule cleaners and security forces.
2. Hold workshops on the importance of maintaining cleanliness and caring for the environment.
3. Build infiltration and biopore wells in the school environment.
4. Gathering school alumni.
5. Making slogans or pamphlets about cleanliness and environmental care
6. Creating an integrated waste management bin for recycling and making organic fertilizers.

Threats.

- a. Students' low awareness of maintaining learning facilities in schools.
- b. There are irresponsible elements who intend to steal things and destroy school facilities.
- c. Floods that occasionally come during the high intensity rainy season and deliveries, can

cause damage to existing learning facilities at school

CONCLUSION

Based on the results of research on the management of learning facilities to support the quality of education at SMKN PP Jambi, the following conclusions can be drawn:

- a. Standards for the management of learning facilities are carried out quite well and sufficiently so that learning facilities can be utilized optimally and improve the quality of education. The management of learning facilities includes: planning; procurement; Settings; use; and elimination of learning facilities.
- b. Constraints in the management of learning facilities are related to funding or maintenance budget costs, limited space, and also the lack of awareness of students to maintain and maintain existing learning facilities.
- c. The solutions that can be carried out in the management of learning facilities are to utilize donations effectively, cooperate with all elements of the school community, hold cleaning competitions, appeal pamphlets, and seminars on environment and health, as well as exemplary educators and educational staff.

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