

Evaluation of 9-Year Compulsory Basic Education Learning Program in Serang Banten

Lia Amalia*, and Endah D A Anantisari

Education Management, Universitas Negeri Jakarta, Jalan Rawamangun Muka Jakarta Timur 13220, Jakarta, Indonesia

*liaamalia@unj.ac.id

Abstract. The purpose of this study was to evaluate the nine-year compulsory education program in Serang, Banten. This research used qualitative research with an evaluation approach. The evaluation model used the CIPP model (context, input, process, and product). The process of collecting data used observation, documents and interviews. Data analysis techniques were data reduction, data presentation, discussion and conclusions. The results show that 1) the context in the nine-year compulsory education program has been determined in accordance with the objectives stated in the applicable policy and regulatory documents; 2) inputs relating to human resources, facilities and infrastructure and financing are systematically determined and owned students who refer to the policies and regulations in force; 3) the process of the nine-year compulsory education program has been carried out sequentially in accordance with the activities specified to achieve the program's objectives; and 4) the product produced shows that the gross enrollment rate, school participation rate, continuing rate and the results of passing the national exams in both elementary and secondary schools have achieved the goal of the nine-year study program. Thus, the results of this study recommend that the education office in Serang is more clearly map the need for program implementation and the involvement of schools or the community as a community to be further improved.

1. Introduction

National education has a vision of the realization of the education system as a strong and authoritative social institution to empower all Indonesian citizens. It can develop qualified human beings so that they are able respond to the challenges of changing times. Mayer-Foulkes stated that a person's ability is very influential to setbacks and economic progress. In general, people with higher education have better incomes and jobs, higher quality health.[2] The mission of national education is to strive for the expansion and equal distribution of opportunities to obtain quality education for all Indonesian people and it facilitates the development of the potential of the nation as a whole from an early age to the end of life, in order to realize the learning community, while it can be increasing the readiness of input and the quality of the education process for optimizing the formation of moral personality.

In order to realize the ideals of national education, the government is still faced with various problems, both internal and external problems, such as the quality level of educators who have not met quality standards, school infrastructure which is still inadequate and the limited education budget provided by the government. In addition to internal factors, the most serious challenge for the



Indonesian people in the 21st century is how to prepare smart, superior and competitive human resources. The 21st century is a century of knowledge. A condition where information is widely spread and technology develops. Various advancements in communication technology have enabled decision-makers to find out instantly what is happening in factories or on stock markets in other parts of the world. At the same time, thanks to the continuous improvement in transportation technology and information technology (IT), the cost of shipping goods by water, land and air has fallen sharply. As a result, labour specialization increased. More importantly, IT upgrading has made it easier to manage new interconnections around the world than ever before. Among them is the Internet that is the fastest-growing communication tool. The internet has provided a new means of trading, with significant speed and cost advantages. Economic globalization is increasingly benefiting from reduced transportation and communication costs. [3]

The characteristics of the 21st century are marked by the increasingly interlocking world of science so that synergies between them become faster. The acceleration of information, knowledge, and technology has changed the form of both business and work. On the other hand, students need to be equipped with good skills to be able to compete in the 21st century, such as technology, communication, multi-skills as well as students who are capable of critical thinking and problem-solving skills.[4] In the context of the use of information and communication technology in the world of education, it has been proven by the increasingly narrow and fused "space and time" factor which has been a determinant of the speed and success of science by humans. [5] The 21st century is also marked by the amount of information available anywhere and can be accessed at any time; faster computing; automation that replaces routine jobs; and communication that can be done from anywhere and anywhere. [6] It can be concluded that education has to be all children. The educational system of Sudan aims the preparation of the country's youth for effective participation in social, economic and political life, taking into account that it provides for a longer and a lower cost of general education. To cater for this, the system is structured on two main levels, Basic Education level and Secondary Education level.[7]

The 9-year basic education program adheres to the conception of universal education (universal basic education) which is an insight to open up basic education opportunities. Therefore, the main goal is to grow the aspirations of education for parents and students who are old enough to take part in education, with the aim of increasing labour force productivity at a macro level. The main purpose that children have the opportunity to continue learning until the age of 15 years, and as a foundation for further learning both at the higher education level and in the world of work.

Djojonegoro stated the reasons behind the launching of the 9-year basic education program for all children aged 7-15 starting in 1994 are:[8]

- a. Approximately 73.7% of the Indonesian workforce in 1992 only had elementary school education or lower, i.e they did not complete primary school, and never attended school.
- b. 9-year basic education is an effort to improve the quality of Human Resources that can provide higher added value to economic growth.
- c. Increasing the age of basic intelligence from 6 years to 9 years will provide higher maturity in the mastery of knowledge, abilities and skills.
- d. The minimum age of the productive workforce can be increased from 10 years to 15 years.

Basic education must be a priority in all regions and even countries in the world. The importance of this basic education is as a provision for future generations to have the opportunity in developing their talents, as UNESCO stated that the main objective of education is providing an opportunity to channel and flourish the talents of children through certain programs. Ahmadi & Laei show that a program lacking quantitative aspects of educational planning would be an unwise one.[9] It can trigger future generations to carve out achievements and make changes in the nation's progress towards better.

The 9-year basic education program provides an illustration to achieve the quality of human resources, which can add value to the individual (community) itself regarding the mastery of science, skills. It can deliver economic growth, increase work productivity, dignity and prosperity, can only be achieved through completing the implementation of education for all. The main target in organizing

the 9-year basic education learning program is all children aged 7-15 years, who attend elementary school, high school and Package A and Package B (equality), Basic Education in Islamic Boarding Schools and other forms of basic education are informal but they are recognized by the state as one form of basic education in Indonesia.

The importance of completing the 9-year compulsory basic education learning in Indonesia has been confirmed by the issuance of Presidential Instruction No. 5/2006 on the National Movement for the Acceleration of Compulsory Education for 9 Years of Basic Education and Eradication of Illiteracy, with an emphasis on: (1) Increasing the percentage of participants primary school / Education equivalent for population aged 7-12 years or the net enrollment rate of at least 95% at the end of 2008; (2) Increase the percentage of junior high school students of 13-13 years of age or gross enrollment rate (GER) at least to 95% at the end of 2008 (President of the Republic of Indonesia, 2006).[10] Serang is as the Capital of Banten Province is the most appropriate benchmark to find out the successful implementation of the 9-year compulsory basic education learning program. Serang is an autonomous region in Banten Province. The six sub-districts are Serang, Kasemen, Curug, Taktakan, Walantaka, and Cipocok Jaya Districts.

Based on preliminary observations in several areas of the Serang, the implementation of the 9-year compulsory basic education learning program does not indicate the achievement of mastery learning. This situation is also exacerbated by the increasingly uncertain economic conditions that have an impact on rising prices of rising basic needs that correlate to the weakening purchasing power of society coupled with a paradigm of people who do not fully understand the role of education for life, especially people who live in rural areas, this is because many graduates are unemployed,. It makes the reason for parents not to send their children to school because it will only be a burden on parents.

Various attempts were made to achieve the completion of the 9-year compulsory basic education learning not only apply to education units under the Ministry of Education and Culture but also *Madrasah Ibtidaiyah (MI)* and *Madrasah Tsanawiyah (MTs)* under the Ministry of Religion. The 9-year compulsory basic education learning implies as basic education for all (education for all) that is wide open opportunities for all children aged 7-15 years in Indonesia to get higher education. In reality the completion of the 9-year compulsory basic education learning program still has various obstacles including: (1) there has not been an increase in awareness of some members of the community about the importance of education, (2) the high dropout rates at the elementary and high levels while continuing to Junior High School is still not optimal and, (3) the gross enrollment rate and pure participation are still not optimal at the Junior High School level.[11]

In addition, the implementation of the 9-year compulsory basic education learning program in Serang was felt to be less evenly distributed to remote areas, so that there are still quite a lot of school-age children who have not been able to receive basic education as they should, due to distance and time issues that must be taken to get to the location of the school was felt to be a burden which was quite burdensome for them to be able to go to school. A thorough and complete study of the successful implementation of the 9-year compulsory basic education learning program has not been carried out. This happens because the key to the successful implementation of a program is the evaluation of the implementation of the program, to find out to what extent the implementation of the 9-year compulsory basic education learning program has been achieved, what are the obstacles encountered and how the solution is.

The implementation of the 9-year compulsory basic education learning program in Serang has several things that are important reasons for further evaluation, namely in terms of context, about how the objectives of organizing the 9-year compulsory basic education learning program in Serang, then in terms of input on how to readiness of resources in the administration the 9-year compulsory basic education learning program in Serang. In terms of the process of how the stage of organizing the 9-year compulsory basic education learning program in the Serang. From the product side, the completeness achievement was obtained from the implementation of the 9-year compulsory basic education learning program in Serang.

In accordance with the description above, the most appropriate evaluation model to be used in the evaluation study of the 9-year compulsory basic education learning program in Serang is the Context, Input, Process and Product (CIPP) model. The researcher will conduct a comprehensive evaluation of the implementation of the 9-year compulsory basic education learning program in Serang, in order to examine the existing problems and find solutions in the form of appropriate recommendations for improvement in the implementation of the 9-year basic service program in Serang.

2. Research methods

The approach to research used qualitative research. In qualitative research, the researcher addresses research problem where the variables are unknown and require exploration. Key concept, idea or process studied in this type of research is a central phenomenon. This type of research views something like a central phenomenon that is required to be explored and understood.[12] The method is evaluated using CIPP (context, input, process, and product). The CIPP model, the core concept of the model is the context, input, process, and product. Context evaluation evaluates needs, problems, and opportunities as a basis for determining goals and priorities and assessing the significance of results. Input evaluations assess alternative approaches to meet needs as a means of program planning and allocating resources. The process evaluation evaluates the implementation of the plan to guide the activities, then helps explain the results. Product evaluation identifies desired and undesirable results both to help keep the process on track and determine effectiveness.[13] Process of collecting data was taken from interview and policy document study. Analysis of the data in this study is through the stages of data reduction, data presentation, discussion and drawing conclusions. All stages are carried out together during the data collection and analysis period

3. Result and Discussion

The CIPP model (context, input, process, and product) can help evaluate the success of the 9-year basic intelligence program in Serang. The context component relates to the policy documents used by the government in the implementation of the 9-year service plan, the purpose of implementing the 9-year service plan, and the program objectives of the 9-year service plan. The input component refers to the condition of human resources, namely the quality of teachers who play a role in improving the 9-year basic education program, facilities and infrastructure used for program implementation, and financing. While the process component relates to the activities of the implementation of the 9-year Wajardikdas program such as planning activities in implementing the 9-year compulsory basic education learning program, activities in improving the pattern of the 9-year compulsory basic education learning program, the socialization of the 9-year compulsory basic education learning program, monitoring and assessment of each activity in the 9-year compulsory basic education learning program. The end of the evaluation component is a product that refers to the achievement of completeness. This means that the community in the Serang has received education, especially for school-age people.

Table 1. Recapitulation of 9-year compulsory basic education learning program Serang

Component of CIPP	Evaluation aspect	Evaluation Criteria
Context	<ol style="list-style-type: none"> 1. Policy (Legal Legality) 2. Purpose 3. Program objectives 	<ol style="list-style-type: none"> 1. Conformity between the objectives of the 9-year basic education program in Serang and regulations. 2. Program objectives are in accordance with the provisions to be achieved from the program objectives and applicable rules
Input:	<ol style="list-style-type: none"> 1. Human resources 2. Facilities and infrastructure 3. Financing 	<ol style="list-style-type: none"> 1. The effectiveness of the 9-year basic education program planning 2. 80% of school facilities and infrastructure at the elementary school and junior high school have met the rule 3. 80% of elementary school and junior high school teachers in

		<p>Serang are S1 / D4 qualified</p> <ol style="list-style-type: none"> 4. The effectiveness of the work program in Education Office Serang 5. The effectiveness of the work program in District Education Office Branch in Serang 6. The effectiveness of the School work program 7. 80% of elementary school and junior high school in Serang City have been accredited with a minimum of B. 8. Budget allocations have been set
Component of CIPP	Evaluation aspect	Evaluation Criteria
Process	<ol style="list-style-type: none"> 1. Planning Activities for the Implementation of the 9-Year compulsory basic education learning Program 2. Process Activities for Strengthening the Pattern of the 9-Year compulsory basic education learning Program 3. The socialization process of the 9-Year compulsory basic education learning Program 4. Monitoring and Evaluating the 9-Year compulsory basic education learning Program 	<ol style="list-style-type: none"> 1. The effectiveness of the development concept of the 9-Year compulsory basic education learning Program 2. The effectiveness of data collection and mapping of the 9-Year compulsory basic education learning Program 3. The effectiveness of determining the pattern of the 9-Year compulsory basic education learning Program 4. The effectiveness of the dissemination of the 9-Year compulsory basic education learning Program 5. The effectiveness of the implementation of the 9-Year compulsory basic education learning Program 6. The effectiveness of monitoring and evaluation the 9-Year compulsory basic education learning Program
Product	Indicators of Completeness in implementing a minimum 9-year compulsory basic education learning program in accordance with established criteria	<ol style="list-style-type: none"> 1. Completion Participation Rate Achievement elementary school >100% 2. Continuing Participation Rate Achievement elementary school >95% 3. Completion Participation Rate Achievement high school >95% 4. Continuing Participation Rate Achievement high school >90% 5. School Participation Rate Achievement elementary school >90% 6. School Participation Rate Achievement high school >85% 7. Continuing Numbers elementary school > 95% 8. Continuing Numbers high school > 90% 9. Graduation National Examination elementary school = 100% 10. Graduation National Examination high school > 95%

Based on the results of data analysis, it was concluded that the 9-year compulsory basic education learning program in Serang had been successful and was carried out in accordance with regulations established by the central and regional governments. Every school-age community in Serang has a minimum education level of 9 years. This affects the quality of humans in the Serang and Banten province. The purpose of education in particular basic education becomes a very important thing to be formulated and implemented carefully and precisely, bearing in mind that the conditions and abilities of each region in Indonesia are different. Thus, implementing and supporting the objectives of organizing the 9-year compulsory basic education learning program well, smoothly and conductively, it is necessary to take steps that focus on the problems, potentials, and conditions of each region. It is expected that the proper implementation of basic education can guarantee the implementation and achievement of quality more complete completion of the 9-year compulsory basic education learning program.

In the evaluation of the 9-year compulsory basic education learning program in Serang, the basic education objectives formulated by all educational institutions are key factors that are very important in designing a plan of action and achievements in the future to bring all stakeholders to the desired ideal situation and conditions namely the completion of quality basic education in Serang. It means that the objectives of basic education must be formulated carefully and precisely because basic education is the starting point or milestone of education which is very important (golden moment) for the development of the potential of every child to be more advanced in accordance with the demands of the times and modern technology that continues to develop rapidly. The core of achieving the objectives of the implementation of the 9-year compulsory basic education learning program in Serang

is the utilization of all available resources and new innovations that need to be considered. Therefore, they can be used as much as possible in the delivery of basic education that is complete, accessible, fair and equitable. The success of achieving the goals of the 9-year compulsory basic education learning Program can be seen from the achievement of the School Participation Rate at the level of Junior High School equivalent in Serang.

According to data obtained from the Serang Education Office, the fact shown that the School Participation Rate in Kasemen District reaches 110.35%, then in the Subdistrict School Participation Rate reached 109.43, then Serang District of School Participation Rate reached 108.44%. In Kasemen Subdistrict of School Participation Rate reached 107,15% and in Taktakan District of School Participation Rate reached 99.67%, and Walantaka District reached 98.70%. The school participation rate for Junior High School is equivalent in Serang has reached an ideal number above 100%, which means that the total number of students at the Junior High School have been accommodated entirely or even more than the total population aged 13- 15 years in the region, except in the Taktakan Sub-district the School Participation Rate only reaches 99.67 %. It means that there are still 0.33% of children aged 13-15 years who are still in junior high school.

The aspect achievement of continuing numbers at the Elementary School in Serang is one indicator of the completeness of the 9-year compulsory basic education learning Program. Continuing Numbers at the Elementary School is a comparison between the number of graduates Elementary Schools received or continued to Junior High School divided by all Elementary Schools graduates in one school year multiplied by 100 %, the size of Continuing Numbers is a percentage (%). According to the data obtained, it was found that in Kasemen Subdistrict, the level of continuation was 99.86%, it means that there were still around 0.14% Elementary School graduates in the region who had not or could not continue to Junior High School

On the input management, program planning, the 9-year compulsory basic education learning prepared and implemented by the Banten Provincial Education Office has paid attention is based on the rules and regulations that apply in the 9-year compulsory basic education learning program to ensure the legality of the action to be carried out, supported by information and data as well as valid, accurate and complete document materials. Thus, decision making in planning will be more appropriate, in addition to considering the past experience in implementing the 9-year compulsory basic education learning program.

Furthermore, if it viewed from the process side, the planning of the 9-year compulsory basic education learning program compiled and implemented by the Banten Provincial Education Office has gone through a systematic, synergic and coordinating process, then the determination of priority targets to be achieved can be more realistic and appropriate, taking into account the internal strengths of both human resources who will do the plans, costs, time and so on. Thus, an effective and logical 9-year compulsory basic education program planning can be arranged to minimize errors that occur, then consider the current conditions and situations develop in the community because this greatly affects the implementation of the plan to be carried out, taking into account the situation and conditions. This will enable more realistic planning and focus on achieving the goals of the 9-year compulsory basic education learning program more precisely and effectively to achieve maximum results. Then when it viewed from the implementation side, the implementation of the 9-year compulsory basic education learning program completion plan by the Banten Provincial Education Office has been carried out in a consistent and measurable manner according to the plans that have been prepared by implementing time, cost and energy efficiency.

The plan is also informed to all parties concerned and the wider community both in the form of pamphlets, billboards and mass media both print and electronic. Its implementation accompanied by a complete plan control pattern in the form of monitoring and evaluating the results obtained, identifying obstacles and factors supporting the plan and so on. It can be useful input or feedback at the next planning stage. If it examined from the perspective of planning input management by the Serang Education Office, it was found that the planning carried out was based on effective planning criteria, namely considering the financial condition of the region for financing the programs and

activities to be planned, because the plans prepared would not be carried out without the support financially sufficient, then take into account the ability of human resources to plan, manage and implement programs and activities of the 9-year compulsory basic education learning at the Serang Education Office.

In addition, the input component is also related to the readiness of resources to carry out the 9-year compulsory basic education learning program. In accordance with the results of interviews, observations and documentation on aspects of school facilities, infrastructure and the number of classrooms at Elementary School level, it was found that all schools had sufficient classrooms in accordance with the stipulated conditions, but in general the condition of existing classrooms have started to be damaged but it is not to the point of disrupting the learning process. The next finding was in terms of the availability of teacher desks and chairs in each class, it was obtained the fact that there were available deserving teacher desks and chairs in each classroom but the age of the existing teacher desks and chairs was above 5 years, so it was necessary the change of facilities is intended so that the teaching and learning process can run well and comfortably. The findings obtained that all classrooms have been equipped with blackboards and erasers, but there are some schools where the condition of the blackboard and eraser has begun to be damaged. Even there is a blackboard that is cracked or perforated in certain parts. So that its use is rather annoying. Through in-depth interviews, it was found out that the quality of the procurement of chairs and desks of students in schools does not meet predetermined quality standards. The service life of each of these infrastructures cannot last long or are easily damaged due to the low quality of goods.

According to interviews and observations, it turns out that there are still a number of schools which do not yet have their own teacher rooms with adequate infrastructure. There are several schools that use classrooms as temporary teachers' rooms, waiting for new classrooms to be built or added. This can directly or indirectly disrupt the teaching and learning process in the classroom. In fact, schools often have to wait so long for the addition or construction of new classrooms even though they have been proposed to the Serang Education Office. In this way, it also impacts on the effect of the learning process carried out at school. Another factor that has hindered the overall success of the 9-year compulsory basic education learning program is the availability of Indonesian textbooks, mathematics, science and social studies, but there are still a number of schools that do not meet the requirements. When it viewed in terms of adequacy, there are still many textbooks in schools that have not met the minimum service standards, both in terms of book eligibility, number and variety of book titles as well as their compatibility with the specified curriculum material.

The budget allocation has been set within the next five years. It is known that the education budget allocation is 20% in order to realize Serang as an Education City; and the allocation of the health sector by 10% to improve the accessibility and quality of health services, especially for the poor. This means that the allocation can provide ease in achieving the implementation of 9-Year Fair Education. Because not all people can get education. In addition, Banten government has announced equal access to education and free elementary, junior high costs. Even though, the number of schools at all levels of education in Serang has been quite adequate, the issue of accessibility of education services still needs to get serious attention given the fact that the average length of schooling in Serang has only reached 8.9 years (2014) with Continuing Participation Rate Achievement especially at the level Senior High School which only reached 77.66% in 2014. Meanwhile, it viewed from the School Participation Rate by age group in 2014, the problem of educational accessibility is very apparent in the age group of 16-18 years or equal to the level of high school education is only around 76.66%.

However, School Participation Rate Achievement at the elementary level is still incomplete with 100% and at a high level with 95.01%. Unlike the characteristics of other regions, the accessibility of education services in Serang is more due to socio-economic conditions than the physiological factors of the region and infrastructure. However, attention to the condition of education infrastructure still needs to be given the fact that there are still around 81.74% of classrooms that are in a damaged condition, which consists of 14% of elementary school classrooms in a damaged condition; 25% of junior high school classrooms; and around 24% of high school / vocational classrooms are damaged. This

attention to accessibility is also related to efforts dropout rates, which on average for the past five years have reached 310 people per year for high school education, 27 people per year for junior high school, and 109 per year for elementary levels.

In addition, great attention must be directed towards efforts to improve the quality of education and education services, so that graduates at all levels of education in Serang have competitive competitiveness compared to other urban areas. In this connection, efforts to guide graduates of secondary education to become workers who are ready to compete in the labour market need to also receive attention. Even though, the ratio of the number of high schools and vocational schools in the Serang is approaching an ideal, namely 52.89% high school and 47.11% vocational school. This means that in the affairs of education, policies to expand vocational education services must be expanded in order to make the workforce more effective in creating such work-ready workers.

4. Conclusion

The context aspect shows the determination of objectives to be achieved in the evaluation of the 9-year compulsory basic education. The purpose of implementing the 9-year compulsory basic education learning in Serang has fulfilled the evaluation criteria set, which is in accordance with applicable rules and regulations, namely policy documents, and has fulfilled the rules in terms of improving the quality of human resources. Aspects of input include:

- a. Elementary school teachers in Serang who have S1 / D4 qualifications < 80%, Junior high school teachers in Serang who have S1 / D4 qualifications > 80%.
- b. School facilities and infrastructure in elementary school and junior high school have a good facility.
- c. The school has arranged and implemented a work program properly and effectively. Elementary school and junior high school have been accredited at least B that have not met the evaluation criteria set. This means that the determination of education levels is targeted to meet the accreditation criteria A.
- d. The government has allocated an Education budget of 20%

Process aspects related to various activities consist of; a) 9-year basic education program planning in the Serang compiled and implemented by the Banten Provincial Education Office and the Serang Education Office has met the established evaluation criteria, which have been running well and effectively. b) The dissemination of 9-year basic education service in Serang has fulfilled the established criteria and is carried out as a whole through mass media, electronic media, or directly. c) Strengthening the 9-year basic education program pattern adjusted to the results of program evaluations that are conducted regularly, and the level of participation of all parties in the implementation of Education. This pattern is built in accordance with the interests of prospective students and the potential of resources owned by the region. Monitoring and evaluation of the 9-year basic skill pattern meet the established evaluation criteria, which are carried out properly and effectively on the product aspect which is the result of the implementation of the 9-year basic intelligence program. The resulting product is related to the completeness of the 9-year compulsory basic education program in Serang.

Acknowledgement

I thank and ask permission to all people that their references have been cited by me. I thank you to all people that have helped me to finish this research.

Reference

- [1] Mayer-Foulkes, D. (2005). Human development traps and economic growth. *Guillan Lopez-Casasnovas, Berta Rivera, and Luis Currais (Eds)*, (52). Retrieved from <http://www.toloveistogive.org/HumanDevelopmentTraps.pdf>
- [2] Gathmann, C., Jürges, H., & Reinhold, S. (2015). Compulsory schooling reforms, education and

- mortality in twentieth-century Europe. *Social Science and Medicine*, 127, 74–82.
<https://doi.org/10.1016/j.socscimed.2014.01.037>
- [3] Guo, R. (2018). Globalization, Natural Resources and Borders. *Cross-Border Resource Management*, 23–49. <https://doi.org/10.1016/B978-0-444-64002-4.00002-7>
- [4] Pheeraphan, N. (2013). Enhancement of the 21st Century Skills for Thai Higher Education by Integration of ICT in the Classroom. *Procedia - Social and Behavioral Sciences*, 103, 365–373. <https://doi.org/10.1016/j.sbspro.2013.10.346>
- [5] Standar, B., & Pendidikan, N. (2010). Paradigma Pendidikan Nasional abad xxi, 1–59.
- [6] Litbang, K., & Daerah, P. (2009). Litbangda, (April).
- [7] Elhadi, A., & Abdallah, A. (2015). Evaluation of achieving the goals of education for all (EFA) in Sudan : A case study of basic education. *Procedia - Social and Behavioral Sciences*, 174, 3366–3373. <https://doi.org/10.1016/j.sbspro.2015.01.1005>
- [8] Djojonegoro, Wardiman. (1995). *Visi dan Strategi Pembangunan Pendidikan Untuk Tahun 2020, Tuntutan terhadap Kualitas*. Bandung: Mimbar Pendidikan IKIP Bandung
- [9] Ahmadi, A., & Laei, S. (2012). Public Education: Compulsory and Free? A Paradox. *Procedia - Social and Behavioral Sciences*, 47, 868–873. <https://doi.org/10.1016/j.sbspro.2012.06.749>
- [10] Presiden Republik Indonesia. (2006). Instruksi Presiden Republik Indonesia. *Statewide Agricultural Land Use Baseline 2015*, 5. <https://doi.org/10.1017/CBO9781107415324.004>
- [11] Mohammad Ali, *Pendidikan Untuk Pembangunan Nasional Menuju Bangsa Indonesia yang Mandiri dan Berdaya Saing Tinggi* (Bandung: PT. Imperial Bhakti Utama, 2009), h.231.
- [12] Creswell, J. W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. London & New York: Pearson Education.
- [13] L.Stufflebeam, D., & L.S.Coryn, C. (2014). *EVALUATION THEORY, MODELS, AND APPLICATIONS* (Secondedit). United States of America: Jossey-Bass.