

The Implementation of Holistic Integrative Services in Early Childhood Education (ECE): Perspective on 2013 ECE Curriculum in Indonesian Preschool

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Abstract

The problem in this research is the lack of early childhood education (ECE) institutions that integrate education with the needs of healthcare, nutrition, education and parenting for young children as mandated by Presidential Decree Number 60 Year 2013 on Integrative Holistic early childhood services. On the other hand, the implementation of 2013 ECE Curriculum has been mandated in Permendikbud number 146 of 2014, including a set of integrative holistic early childhood institutions, despite the fact that there are still many early childhood institutions that are not yet ready to implement them. The aim of this study was to determine the model of holistic integrative ECE services in compliance to 2013 ECE Curriculum of Taman Belia on 2013, as it is a flagship early childhood institutions in Central Java Province with the curriculum implemented. This study was held in Taman Belia, focusing the research in the development program of Integrative Holistic services in 2013 early childhood curriculum on group A with age ranging 4-5 years old. Type of research method used was qualitative research using case study approach. Data analysis was using interactive data analysis Miles and Huberman through three stages, namely; data collection, data verification, and conclusion. Data was collected by observation, interview and document analysis. The results showed that Service Implementation of Integrative Holistic ECE in compliance to 2013 curriculum in Taman Belia meets the following components: Educational aspect consisting of stimulation of child development using centres model and the diversity of educational services under one roof. Nutrition and Health Aspect consists of health check-ups and healthy food program. Sustenance Aspect consists of sustainable caretake in child centres, and parenting program at home. Protection Aspect consists of physical and mental protection for the children. Conclusion taken from the research is that holistic integrative model of educational services in accordance to ECE 2013 curriculum in Indonesian ECE centres includes educational services, nutritional services, physical and psychological preservation for the children, followed with continuous nurturance both at school and at home. This is based on the research held in one of the top ECE centres in Indonesia.

Keywords: Holistic-Integrative Services, Early Childhood Education, 2013 ECE Curriculum.

1 INTRODUCTION

Law Number 20 Year 2003 on National Education System Article 1 section 14 mandates early childhood education as a development effort aimed at children from birth up to the age of six years are accomplished by providing educational stimuli. Based on the mandate of the law, society has to give considerable attention to education, care and protection of children. The effort is realized by increasing the amount of the gross enrolment rate (GER) in Early Childhood Education (ECE) until the end of 2013, of a total of 77.559 villages across Indonesia, as many as 53.832 villages have been

provided with ECE with various forms of services, both formal and non-formal (accessed on [Http://www.kemdiknas.go.id/kemdikbud/berita/2060](http://www.kemdiknas.go.id/kemdikbud/berita/2060)).

The birth of the Republic of Indonesia Presidential Regulation No. 60 Year 2013 on holistic integrative early childhood development, Article 2 reads: "The development of holistic integrative early childhood development is being made to meet the essential needs of children which are diverse and interrelated simultaneously, systematic and integrated". It affirms that early childhood development programs should be carried out in order to meet the essential needs of children which are

diverse and interrelated simultaneously, systematic and integrated.

The Minister of Education and Culture regulation number 146 of 2014 regulates the implementation of ECE Curriculum 2013. In connection with the development of holistic integrative early childhood education regulation number 146 2014 annex III, section D number 7 states: "The curriculum is structured based on the integration of aspects of early childhood development a holistic integrative (ECE-HI), namely education, health and nutrition, parenting, and child protection". Therefore, the early childhood curriculum 2013 strongly supports the implementation of holistic integrative early childhood education services.

In Central Java province, there are 25.968 ECE institutions throughout the province both in urban and rural areas. Most ECE institutions are already doing service but not integrated, so there are many ECE institutions that have not served optimally (Central Java Provincial Education Office, 2013: 2). Therefore, it is necessary to have a service model in early childhood education, which hosts more than one form of early childhood services (kindergarten, playgroup, childcare, and SPS) as ECE integrated with Integrative Holistic approach.

The research was conducted in ECE Taman Belia which is one of the early childhood institution featured in Semarang that has implemented a holistic and integrative services since its establishment in 2000. The emergence of ECE Curriculum in 2013 motivated Taman Belia to reconstruct their programs and activities. Today it is one of the institutions which becomes the centre of a pilot implementation of early childhood curriculum 2013 in Central Java. The problem in this research is how is the model of early childhood education services that is in accordance with the integrative holistic ECE curriculum 2013 in Group A (age 4-5 years) in ECE Taman Belia Semarang? The goal is to determine the model of early childhood education services which is in accordance with the integrative holistic ECE curriculum 2013 in group A (age 4-5 years) in ECE Taman Belia, as one of the leading early childhood institutions in Central Java province that have been implementing ECE curriculum in 2013.

2 THE CONCEPT OF HOLISTIC-INTEGRATIVE IN EARLY CHILDHOOD EDUCATION

Literally, holistic is related to the whole system as a whole is more than just a collection of parts. Meanwhile, an/the integral is interpreted as integral

or integrated, while integration is combined or joined to become a unified whole (Dictionary of Indonesian, 1994).

Basically, the concept of Holistic Integrative (HI) Early Childhood Development is the development of early childhood education, which is based on an understanding to meet the essential needs of children are a good variety of health care, nutrition, parenting, protection, and stimulation of education which are interrelated simultaneously and systematically (General guidelines for Holistic Integrative Early Childhood Development, Bappenas, 2010).

The policy study of holistic integrative early childhood development which is conducted by the state ministry of development planning (2006: 3) states that the early childhood development as a whole (holistic) includes basic health, nutrition, and emotional development as well as the child's intellectual needs to be given properly because they determine the course of the child's life at a later date. Early childhood is a critical period of child development that will determine the child's development at a later stage. The whole dimension of development will grow and develop, mutually influencing and influenced one another. Therefore, children need holistic (comprehensive) stimulation that includes stimulation of education, health and nutrition, and psychosocial.

Indonesian Presidential Regulation No. 60 In 2013 sets the holistic integrative early childhood development as set out in Article 2 that reads: "The development of holistic-integrative early childhood as an effort in the development of early childhood are being made to meet the essential needs of children which are diverse and interrelated simultaneously, systematic, and integrated". It affirms early childhood development programs that should be carried out in order to meet the essential needs of children which are diverse and interrelated simultaneously, systematic and integrated. Therefore, ECE should always be placed in the context of early childhood development which is comprehensive, integrated and simultaneous with the programs of other early childhood development (nutrition and health, treatment, care, f and protection).

Economically holistic and integrative organization of early childhood turned out to be very profitable. Various studies show that holistic and integrative early childhood provides economic and social benefits for the community. The study by Bappenas (2006: 155) mentions some of the benefits

of holistic and integrative organization of early childhood education, among others:

1. To develop human resources who are capable of high intelligence, personality, and social behavior as well as having solid psychosocial and mental endurance.
2. Holistic early childhood can also produce more 'economic return' and decrease the 'social costs' in the future by increasing the effectiveness of education and depress spending on social welfare.
3. To achieve more equitable social and economic community, including addressing inequalities between genders.
4. Can improve the efficiency of investment in other sectors because the intervention program on nutrition and health of children would increase the likelihood of child survival, while interventions in the education program will improve school readiness so it can reduce dropout rates and repetition rates.
5. Can break the cycle of intergenerational poverty by increasing the quality of children as the future generation.

In terms of the role of institutions, according to the Directorate of NonFormal and Informal Early Childhood Education (2013: 16) holistic and integrative ECE becomes very important, because by integrating various competent institutions a variety of benefits can be obtained, including:

1. Establishment of a harmonious relationship between the relevant institutions, thus minimizing the feeling of sectoral ego which has been very strong.
2. Establishing a joint program of the relevant institutions early childhood children as the target.
3. Optimizing the role of each institution in accordance with the relevant authority.
4. Avoiding the overlapping programs of the institutions concerned, so there will be no cost of waste.
5. The realization of the synchronization program from the respective institutions to optimize the potential of children.

Thus, holistic service that includes education, upbringing, care, health, nutrition, and child protection, by integrating the various institutions is

essential in order to optimize the potential of children.

3. THE CONCEPT OF EARLY CHILDHOOD CURRICULUM 2013

The discussion on education will not be separated from the term curriculum. Etymologically, the word curriculum comes from the *curre* (Latin / Greek) which means running as fast or lane runway. So the curriculum means a distance to go until the runner finishes. Under Article 1 Clause 19 of Law No. 20 Year 2003 on National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. (Sairin, 2013: 3).

The curriculum has a central position in the whole process of education. Curriculum directs all forms of educational activities in order to achieve educational goals. The curriculum is also an educational plan that provides guidance and a handle on the type, scope and sequence of content, as well as the educational process. There are two important things to note in this curriculum, the planning activity itself and the implementation of the curriculum in the activities/ programs will be a learning experience for children in order to achieve the expected developmental stage of achievement.

ECE curriculum development at this time is in nomenclature set in the ministry of education and culture regulation No. 137 of 2014 on Standards for Early Childhood Education. Ministry of education and culture regulation number 146 of 2014 regulates the implementation of early childhood curriculum in 2013, reinforced by Permendikbud 160 2014 Article 7 which states: "The units of early childhood education, curriculum implement, 2013. Both of these regulations mandated that the current curriculum in early childhood education is early childhood curriculum, 2013.

In the ministry of education and culture regulation No. 137 of 2014 concerning the substance of the ECE curriculum standards, ECE curriculum 2013 is set at the Level Standards Achievement of Child Development, Content Standards, Process Standard, and Learning Assessment Standards. The standard four early childhood curriculum was reaffirmed in 2013 with the birth of the ministry of education and culture regulation 146 of 2014 on ECE Curriculum 2013. It was written in the ministry of education and culture regulation 2013 Article 2

point 3 "ECE Curriculum 2013 refers to the National Standard of Early Childhood Education."

Basically the curriculum for early childhood education is viewed more holistically and all aspects of the program are integral and interconnected. In some cases, the term early childhood education curriculum also called program (Almy in Essa, 2007: 221). Early childhood education curriculum prepared for the long term and short term. Many programs are compiled from the master plan that includes a variety of periodization of time (annual/ semester/ monthly) which in turn translated into a short-term program. On the other hand, there is also a curriculum designed on the basis of children's interests, where plans are made more flexible and spontaneous. The strategy called for responsive curricula (Emergent Curriculum).

4. THE CORRELATION BETWEEN HOLISTIC-INTEGRATIVE EARLY CHILDHOOD EDUCATION AND EARLY CHILDHOOD EDUCATION CURRICULUM 2013

The ministry of education and culture regulation No. 137 of 2014 on Standards for ECE Article 4 clause 1 part b states that "early childhood education standards aimed at ensuring the quality of early childhood education in order to provide a foundation for optimizing a child's development which is holistic and integrated". Based on that provision, the implementation of learning programs in early childhood pay attention to all aspects of child development and provide optimum service according to their age and stage of development.

Based on the above provisions that early childhood development is also characterized by their holistic and continuous service, in this case. the service system must be well coordinated in an integrated manner and provide continuous service from before the child is born until the age of 6 years. Another feature of the holistic early childhood services is the education of parents and caregivers, as well as community involvement, then the opportunity to access programs that are culturally appropriate, and provide services for children with special needs.

Early childhood education curriculum also provides for the organization of holistic integrative ECE. This is clearly set forth in the ministry of education and culture regulation number 146 2014 Annex III item D number 7 states: "The curriculum is structured based on the integration of holistic and

integrative early childhood development aspects (ECD-HI), namely education, health and nutrition, parenting, and child protection ". Hence the correlation between early childhood curriculums in 2013 strongly supports the implementation of holistic and integrative early childhood services.

5 RESEARCH METHODOLOGY

This study used a qualitative method with case study approach, where researchers focused on some restrictions on the in-depth study on the implementation of holistic integrative early childhood programs which are in accordance with the implementation of early childhood curriculum 2013, especially for children aged 4-5 years.

The case study is a qualitative research approach that seeks to "reveal the meaning, reviewing processes, and to gain a deep understanding of individuals, groups or situations" (Lodico et al, 2006: 269). This means that this type of study can take an individual child or teacher, a group of boys or girls, or classroom situations with varied age or gender as the focus of study.

This research was conducted in early childhood Taman Belia located at Jl. Singotono No. 10 A, Candi Sari, Semarang. The experiment was conducted from July to September 2015. This study focused on early childhood education programs which are in accordance with the holistic integrative early childhood curriculum, 2013. The subject of this study is children aged 4-5 years group A in early childhood Taman Belia, Semarang.

The data collection techniques in this study was conducted through a series of observations, interviews and document analysis. The data obtained from observations based on the observation guideline about holistic integrative early childhood development program in ECE Taman Belia in accordance with the substance of ECE curriculum 2013 in Semarang. The interview data were obtained from interviews with school principals, teachers, and parents using interview guide and documentation that was done by collecting written evidence in the form of teacher's data, student's data, planning data on learning, guidance and observation, guidance and interviews, as well as observations photos and activities in early childhood Taman Belia.

The data analysis techniques used in this research were the analysis technique of Miles and Huberman on the interactive model. There are some circuit analysis of basic activities, namely data collection, data reduction, data presentation and

drawing conclusions (verification) (Emzir, 2010: 129).

6 RESULTS AND DISCUSSION

Established on January 23, 2000, led by Ir. Nila Kusumaningtyas, ECE Taman Belia consistently provides complete education and care services for early childhood. The education services include Baby & Toddler Class, Play Group, Preschool, Full Day School, Post ECE and BKB. The concept of early childhood learning undertaken in Taman Belia that provides a variety of early childhood education is a holistic integrative concept of education.

According to the ministry of education and culture regulation No. 160 of 2014 Article 7 states that "units of early childhood education to implement the curriculum in 2013". Therefore, early childhood institutions are currently working to prepare a program of activities which are in accordance with the 2013 early childhood curriculum.

Informant 1: "This is the third semester early childhood Taman Belia applies the curriculum 2013. Actually, what we have to apply in early childhood Taman Belia as the implementation of curriculum 2013 is essentially what we have also implemented before; the difference lies on the fact that with the presence of curriculum 2013, the competences are obvious. "

The minister of education and culture regulation No. 146 of 2015 on the implementation of the curriculum of early childhood education in 2013 annex III, section D number 7 states: "The curriculum is structured based on the integration of aspects of holistic integrative early childhood development (ECD-HI), namely education, health and nutrition, parenting, and child protection" Based on the results of observation and interviews ECE Taman Belia does not only implement the ECE curriculum 2013 of the academic side but also lead to the realization of child health and nutrition, parenting, and child protection.

Informant 1: "If I'm not mistaken, the implementation of holistic integrative needs to be comprehensive. It means services covering all aspects of not only the educational aspects, but also aspects of parenting, moral values, character, health, and nutritional value. When viewed from what we did, arguably it already means that we try to accommodate it all through the program ".

Informant 2: "We actually already do so, for example, health related matters, then how we incorporate social, language, health in it. We

monitor height and weight, according to the competence laid down in the basic competency of curriculum 2013".

Informant 3: "We've been applying it since the beginning. One of the example is that we accomodate children with special needs with equal access to those with no special needs ".

In terms of early childhood education since the beginning ECE Taman Belia has consistently implemented a system based learning centers or known as the Beyond Center and Circle Time (BCCT). In BCCT learning methods, children play and learn in the centers of activity consisting of centers of preparation, centers of material nature and science, center of the beams, the central role play (macro and micro), center of art and culture, religious center, and the cooking. In learning centers, the children's development is optimized with a multiple Intelligence views or plural intelligence in children. The education centers-based implementation run by early childhood Taman Belia has also consistently been applied to all ages, including; Preschool, Kindergarten, and childcare.

In addition to using the system of early childhood learning center, Taman Belia programs also organized a service for early childhood education which is quite complete under one roof. The education services include Baby & Toddler Class, Play Group, Preschool, Full Day School, Post ECE and BKB. The education services do not stand alone but are sustainable.

The ministry of education and culture regulation No. 146 of 2014 Appendix IV Part E on the learning management states: "The management plan includes structuring classroom learning environment as well as the organization of the child and the class (may be inside or outside the room). Classroom management is tailored to the learning model that will be used. The teaching models include:

- a. group learning model based on the corners of activities;
- b. group learning model based on safety activities;
- c. learning model based on the area of interest; and
- d. center-based learning model.



Figure 1. Block Centre Play

The second component in the application of holistic and integrative early childhood is health and nutrition. In the application of health and nutrition for early childhood programs in Taman Belia were carried out through a routine medical examination and eating program. The regular program is the examination of the children's health condition by teachers and health workers from health centers that have become the partners of this agency.

Another different program implemented by ECE Taman Belia is their everyday meal program. The meal program in the form of nutrition through a healthy and balanced diet consists of rice, vegetables, side dishes, and fruit, which are provided by the school every day.

Implementing health and nutrition in children, especially in group A simultaneously and integratively with the children's learning program and the formation of character. Habituation of eating a healthy diet and maintaining a healthy body is often associated with the theme of learning and education programmed stimulation. It became an integral and inseparable element of health and nutrition that is inherent in the children. For example, the theme of vegetables or fruit is a theme which is associated with the elements of health and nutrition in children.



Figure 2. healthy meal program

Teachers also invite and encourage awareness in youth to always maintain their health as the effort to establish character. If the hand or foot or limb is dirty, then the child will wash them with an awareness of their own without being told by the teacher.



Figure 3. Clean-up Time, children were brushing their teeth after eat

Habituation to eat a healthy diet, routine examination of health, and awareness of the importance of maintaining cleanliness and health of themselves are in line with the expected competencies achieved in the implementation of ECE curriculum 2013 stated in the minister of education and culture regulation No. 146 2014

Appendix 1 Basic Framework and Curriculum Structure of ECE stating that there are 2 Core Competencies of social attitudes (KI-2), namely having healthy behavior, curiosity, creative and aesthetic, confident, disciplined, independent, caring, able to appreciate and tolerant of others, able to adapt, honest, humble and polite in interacting with families, educators, and friends.

ECE Taman Belia provides a childcare whose programs are designed to meet the needs of children to give care or treatment as part of the education program, particularly kindergarten group A. There are a lot of children in kindergarten group A who continue their activities after doing the programs provided by Taman Belia childcare. Educational stimulation, the formation of behavior and character development which has been done by the time children in kindergarten grade will be no different with what the children get in the childcare. This is done in order to maintain the sustainability of the ECE services with other services



Figure 4. Day-care Service

The implementation of mutual continuous nurturing between the services with other educational services show the unity of mutual support. This is in accordance with the guidelines for the implementation of holistic integrative ECE.

The Holistic-integrative early childhood is a program of educational services for early childhood, which organizes more than one form of service for early childhood education (kindergarten, play group, childcare) which are integrated in a single management (Guidelines for the Implementation of Integrated Early Childhood Education, the

Directorate of Early Childhood, Ministry of National Education Affairs, 2011).

From the aspect of protection efforts of this agency in meeting the child's basic needs, with the best priority protection provided by ECE Taman Belia. This protection aspect comprises the protection of the physical and psychological wellbeing of the children. In the aspect of physical protection, ECE Taman Belia is very attentive to safety and comfort on the available playing ground tools and infrastructure. If there is damage to one of the tools, teachers will work together to fix the damage and minimize the danger to the children. The physical protection aspect is also given when the child is introduced to how to protect the vital limbs through sex education from an early age. This is done so that children understand how to do preventive and curative measures if there is someone who misbehaves. Aspects of psychic protection is carried out with teaching respect for individual differences of children, ensuring that the children are able to label attitudes and behavior positively, and provide reinforcement or motivation if the child managed to do something undesired, so that children get a good example. It appears in the records of observations and the following interviews:

In one of the finger painting activities, students should use their hands to work with both wet and powdery material so that every child who completes these activities should later wash their hands. There was a child who does not need to be reminded by teachers and simply marched themselves to the tap water to wash hands before moving on to other activities. Teachers see and appreciate this by saying "I am happy that Rachel washes her hands out of her own willingness, thumbs up for Rachel"

Informant 1: *"Yes, there are many ways to implement the aspect of protection, let's say in aspects of infrastructure we provide a pleasant toy tools and environment, setting both indoor and outdoor games with minimal risk, as well as safe and comfortable for the children. Also, we regularly check which parts which are not safe for children to then be repaired. There are many ways that we do well in terms of physical protection e.g introduce sex education in which children know which body part should only be touch by themselves and should not be touched by anyone else. We label words really right for example when introducing the children to their body parts. We also wonder what you feel with your body, so they can communicate what they feel."*

Based on the research results on the components in the administration after the Holistic Integrative ECE and ECE Curriculum 2013 which includes aspects of education, health and nutrition, care and protection of research data verification, it is then formulated into a substantive theory with the following formula:

The application of holistic integrative ECE model in ECE Taman Belia Semarang based on ECE Curriculum 2013 is to meet the following components:

1. Aspects of Education consist of stimulation of child development centers and the diversity of educational services models under one roof.
2. Aspects of Nutrition and Health Program consist of health check-ups and a healthy eating program.
3. Aspects of Care consist of continuous care in the landfill and parenting programs at home.
4. Aspects of protection comprise the protection of the child's physical and psychic well-being.

7 CONCLUSION

ECE Taman Belia provides services to implement its holistic integrative corresponding the provision in the 2013 early childhood curriculum to meet the aspects of educational, health and nutrition, care, and protection. The conclusion of this study is a substantive theory built from the results of the study, as follows:

The application of holistic integrative ECE model in ECE Taman Belia Semarang based on ECE Curriculum 2013 is to meet the following components:

1. Aspects of Education consist of stimulation of child development centres and the diversity of educational services models under one roof.
2. Aspects of Nutrition and Health Program consist of health check-ups and a healthy eating program.
3. Aspects of Care consist of continuous care in the landfill and parenting programs at home.
4. Aspects of protection comprise the protection of the child's physical and psychic well-being.

8 ACKNOWLEDGEMENTS

The Author received financial support from LP2M UNNES as a research grant. I would like to extend my gratitude to PAUD Taman Belia Candi for their willingness to be a place of our research.

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