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**Minister of Education and Culture Regulation Number 65 of 2013
concerning Elementary and Secondary Education Process Standards**

Emha Dzia'ul Haq

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Email : emha.ulhaq@gmail.com

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ABSTRACT

Process standards are criteria regarding the implementation of learning in elementary and secondary education units to achieve graduate competencies. The legal basis governing educational process standards is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013. In the implementation of process standards, it can be said that it has been carried out well, by professional teachers. Its implementation can run effectively, efficiently in accordance with the planning that has been set for achieving graduate competency standards that meet the graduation standard requirements. The obstacles or constraints include: a learning system that is less efficient and effective, inadequate facilities and infrastructure and the role of teachers in teaching who are less competent. The most frequent impact that appears and occurs in process standards is a very low learning system. With very incompetent teacher quality.

ABSTRAK

Standar proses merupakan kriteria mengenai pelaksanaan pembelajaran pada satuan pendidikan dasar dan menengah untuk mencapai kompetensi lulusan. Dasar hukum yang mengatur standar proses pendidikan terdapat dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013. Dalam implementasi standar proses dapat dikatakan telah terlaksana dengan baik, oleh para guru yang profesional. Penerapannya dapat berjalan dengan efektif, efisien sesuai dengan perencanaan yang telah diatur untuk pencapaian standar kompetensi lulusan yang memenuhi syarat standar kelulusan. Hambatan atau kendalanya antara lain: sistem pembelajaran yang kurang efisien dan efektif, sarana prasarana yang kurang memadai dan peranan guru dalam mengajar yang kurang berkompeten. Dampak yang paling sering muncul dan terjadi dalam standar proses adalah sistem pembelajaran yang sangat rendah. Dengan kualitas guru yang sangat tidak kompeten.

PRELIMINARY

The development of science has brought about rapid changes to human life, both in terms of economy, socio-culture, and education. With such rapid development, education must also experience changes. Education is one of the important things for humans. The importance of the role of education is also in the life of each individual. According to Jumali, et al., education as a learning activity that has been carried out as long as humans themselves as actors of education (Jumali, et.al., 2008). So, humans as actors of education carry out a process called the learning process.

According to Muhibbin Syah (2010), education can be interpreted as a process with certain methods so that people gain knowledge, understanding, and ways of behaving according to needs. According to Crow and Crow, Modern educational theory and practice are not only aimed at preparation for future living but also are operative in determining the pattern of present, day-by-day attitude and behavior. Education is not only seen as a means of preparation for future life, but also for the present life experienced by individuals in their development towards their level of maturity (Suharno, 2008).

Based on this understanding, several characteristics of education can be identified, including: (1) education has a goal, namely the ability to develop so that it is useful for the interests of life; (2) to achieve this goal, education makes a planned effort in choosing the appropriate content (material), strategies, and assessment techniques; (3) educational activities are carried out in the family, school, and community environments (formal and non-formal).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. There are several things that need to be understood in this sense. First, education is a conscious and planned effort, this means that the education process in schools is a purposeful process so that everything done by students and teachers is directed towards achieving goals. Second, the planned education process is directed towards creating a learning atmosphere and learning process, this means that schools must not ignore the learning process.

Third, the learning and teaching atmosphere is directed so that students can develop their potential, this means that the education process must be oriented towards students (student active learning). Fourth, the end of the education process is the child's ability to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. This means that the education process ends in the formation of attitudes, development of intelligence and development of children's skills according to needs. In order for the implementation of education in Indonesia to achieve the goals referred to in the law, a standard process and implementation are needed.

The standard of the educational process is related to the implementation of meaningful learning in the ongoing learning process standards. The preparation of educational process standards is needed to determine the learning activities carried out by teachers as an effort to achieve graduate competency standards (Sanjaya, 2009). Thus, process standards can be used as a guideline by each teacher in managing the learning process and determining the components that can affect education.

METHOD

This research method uses a qualitative method. This research model uses library research, with inductive and deductive analysis derived from several literature analyzes. The research called library research is a process of understanding textual data, then the author interprets it with a descriptive analytical method, specifically starting with systematic and consistent data collection, then analyzing, selecting, and combining to draw further conclusions. With the deductive analysis method, from general problems specific conclusions are drawn. This research was conducted to examine the Standards for Elementary and Secondary Education Processes in Permendikbud Number 65 of 2013.

FINDINGS AND DISCUSSION

The process standards for primary and secondary education, hereinafter referred to as process standards, are criteria regarding the implementation of learning in primary and secondary education units to achieve graduate competencies. The process standards for education are national education standards related to the implementation of learning in one education unit to achieve graduate competency standards. The relationship between process standards and other standards, in Government Regulation of the Republic of Indonesia Number 13 of 2015 concerning national education standards, it is stated that national education standards are minimum criteria regarding the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. There are several other standards set out in the national standards, namely graduate competency standards, content standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards (Sanjaya, 2006).

The legal basis that regulates the standards of the educational process is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning the Standards of the Elementary and Secondary Education Process. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013, there are things that need to be considered. First, the standards of the educational process are national education standards, which means that these standards apply to all educational institutions in Indonesia. Second, the standards of the educational process are related to the implementation of learning, which means that these standards

contain information about how the learning process should take place, this can be used as a guideline for teachers on how the learning process should take place. Third, the standards of the educational process are directed at achieving graduate competency standards. Thus, graduate competency standards are the main reference in determining the standards of the educational process.

The weakness of the learning process developed by today's teachers is one of the problems faced by our education world. Teachers should carry out learning management seriously through careful planning by utilizing all available resources and paying attention to the level of children's brain development. Through learning process standards, each teacher can develop a learning process according to the specified guidelines, and through the implementation of process standards in educational units, it is expected to improve the quality of graduates in achieving graduate competency standards which in the end can improve the quality of education (Djohar, 2006).

Standard Process Function

In general, the standard of the educational process as a minimum standard that must be carried out has a function as a controller of the educational process to obtain quality results and learning processes. And among the functions of the process standard, among others: First, the Function of the Process Standard in the Framework of Achieving the Competency Standards that Must be Achieved. The process standard functions as a tool to achieve educational goals and programs that must be implemented by teachers and students in achieving educational goals (Depdiknas, 2000).

Second, the Function of Process Standards for Teachers. Process standards for teachers function as guidelines in making learning program plans and as guidelines for implementing programs in real activities. Third, the Function of Process Standards for School Principals. Process standards for school principals function as a measuring tool for the success of educational programs in the schools they lead, and as the main source in formulating various school policies, especially in determining and seeking the availability of various facilities and infrastructure to support the educational process.

Fourth, the Function of Process Standards for Supervisors. For supervisors, process standards function as a guideline in determining which parts need to be perfected or improved by teachers in managing the learning process. Fifth, the Function of Process Standards for the School Council and Education Council. Through an understanding of process standards, these institutions can carry out their functions in: (1) compiling programs and helping, especially those related to the provision of facilities and infrastructure needed by schools in managing the learning process according to minimum standards; (2) providing suggestions in managing learning according to minimum standards; and (3) carrying out supervision of the learning process carried out by teachers.

Components in the Education Process

The implementation of standard process policies is outlined in the learning components including learning process planning, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process. First, Learning Process Planning. Planning is an activity of setting goals and formulating and organizing the use of humans, information, finance, methods, and time to maximize the efficiency and effectiveness of achieving goals (Syah, 2007). Meanwhile, William H. Newman in Abdul Majid stated that planning is determining what will be done.

Planning contains a series of broad decisions and explanations of goals, determining policies, determining programs, determining certain methods and procedures and determining activities based on daily activities (Madjid, 2008). So learning planning is the process of selecting, determining and developing, approaches, methods and learning techniques, offering, teaching materials, providing meaningful learning experiences and measuring the level of success of the learning process in achieving learning outcomes.

There are several functions of learning planning as expressed by Oemar Hamalik (2003) as follows:

- 1) Provide teachers with a broader understanding of the goals of school education and their relationship to the learning carried out to achieve those goals;
- 2) Helping teachers clarify their thinking about the contribution of their teaching to achieving educational goals;

- 3) Reducing trial and error activities in teaching by having a good curricular organization, appropriate methods and saving time;
- 4) Students will respect teachers who seriously prepare to teach according to their expectations;
- 5) Providing opportunities for teachers to advance their personal and professional development;
- 6) Helping teachers have a sense of self-confidence and assurance in themselves.

Learning planning is designed in the form of a Syllabus and Learning Implementation Plan (RPP) that refers to the Content Standards. Learning planning includes the preparation of a Learning Implementation Plan (RPP) and the preparation of media and learning resources, learning assessment tools, and learning scenarios. The preparation of the syllabus and RPP is adjusted to the learning approach used.

1. Syllabus

The syllabus is a reference for compiling a learning framework for each subject study material. The syllabus is a learning design that contains a plan for teaching materials for a particular subject, as a result of selection, grouping, sequencing and presentation of curriculum materials that are considered based on the characteristics and needs of the local area (Majid, 2008). Meanwhile, according to Ella Yulaelawati, the syllabus is a set of plans and arrangements for the implementation of learning and assessment that are arranged systematically which contain interrelated components to achieve mastery of basic competencies (Yulaelawati, 2004). The syllabus contains at least:

- a. Subject identity (specifically for Junior High School/ MTs/ SMPLB/ Package B and Senior High School/ MA/ SMALB/ SMK/ MAK/ Package C/ Vocational Package C);
- b. School identity includes the name of the educational unit and class.;
- c. Core competencies, are a categorical description of competencies in the aspects of attitude, knowledge and skills that students must learn for a certain school level, class and subject;
- d. Basic competencies are specific abilities that include attitudes, knowledge and skills related to content or subjects;
- e. Theme (specifically for Elementary School/Islamic Elementary School/Special Elementary School/Package A);
- f. Main material, contains relevant facts, concepts, principles and procedures, and is written in the form of points in accordance with the formulation of competency achievement indicators;
- g. Learning, namely activities carried out by educators and students to achieve the expected competencies;
- h. Assessment, is the process of collecting and processing information to determine the achievement of student learning outcomes;
- i. Time allocation according to the number of teaching hours in the curriculum structure for one semester or one year; and
- j. Learning resources, can be in the form of books, print and electronic media, the surrounding environment or other relevant learning resources.

The syllabus is developed based on Graduate Competency Standards and Content Standards for elementary and secondary education units according to the learning pattern in each school year. The syllabus is used as a reference in developing a learning implementation plan.

In its implementation, syllabus development can be carried out by teachers independently or in groups in a school/madrasah or several schools, Subject Teachers' Deliberation Group (MGMP) or Teacher Activity Center (PKG), and the Education Office. Syllabus development is prepared under the supervision of the Regency/City office responsible for education for Elementary and Middle Schools, and the provincial office responsible for education for High Schools and Vocational Schools, as well as the department that handles government affairs in the field of religion for MI, MTs, MA, and MAK (Aqib, 2005).

2. Learning Implementation Plan (RPP)

Learning Implementation Plan (RPP) is a plan that describes the procedures and management of learning to achieve one or more basic competencies set out in the content standards and described in the syllabus (Mulyasa, 2003). RPP is described from the syllabus to direct students' learning activities in an effort to achieve KD. Every educator is obliged to prepare RPP completely and systematically so that learning takes place interactively, inspiringly, pleasantly, challengingly, and motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, physical and psychological development, and the environment of the students.

According to Dede Rosyada (2004), learning planning begins with stating the main topics and sub-topics (which are outlined in the syllabus) that have been designed by the teacher themselves, which are then followed by other elements that must be included in the planning, so the composition of the learning plan format is as follows:

- a. Discussion topics;
- b. Discussion objectives;
- c. Lesson materials;
- d. Learning activities;
- e. Required tools;
- f. Evaluation of learning outcomes.

The components of the RPP are (Ministry of Education and Culture, 2013):

- a. School identity, namely the name of the educational unit;
- b. Identity of the subject or theme/subtheme;
- c. Class/semester;
- d. Main material;
- e. Time allocation;
- f. Learning objectives formulated based on KD;
- g. Basic competencies and competency achievement indicators;
- h. Learning materials;
- i. Learning methods;
- j. Learning media;
- k. Learning resources;
- l. Learning steps are carried out through preliminary, core and closing stages; And
- m. Assessment of learning outcomes.

In preparing the RPP, the following principles should be considered:

- a. Individual differences in students include initial abilities, intellectual level, talent, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or environment of students;
- b. Active participation of students;
- c. Student-centered to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation and independence;
- d. Development of a reading and writing culture designed to develop a love of reading, understanding various readings, and expressing oneself in various forms of writing;
- e. Providing feedback and follow-up The RPP contains a draft program for providing positive feedback, reinforcement, enrichment, and remedial measures;
- f. Emphasis on the relationship and integration between KD, learning materials, learning activities, competency achievement indicators, assessments, and learning resources in one complete learning experience;
- g. Accommodate thematic-integrated learning, cross-subject integration, cross-learning aspects, and cultural diversity;
- h. Implementation of information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions.

Second, Implementation of Learning. According to Oemar Hamalik, learning is a combination that is composed of human elements, materials, facilities, equipment, and procedures that influence each other in achieving learning goals. Humans involved in the learning system consist of students, teachers, and other personnel, for example laboratory personnel. Materials include books, whiteboards, photography, slides and films, audio, and video tapes. Facilities and equipment consist of classrooms, audio visual equipment and computers. Procedures include schedules and methods of delivering information, practice, learning, exams and so on (Hamalik, 1995).

Learning is essentially a process of interaction between students and their environment, so that there is a change in behavior towards the better. In this interaction, there are many factors that influence it, both factors that come from within the individual and factors that come from the environment to support behavioral changes for students. In the implementation of the learning process, students are the focus of attention. Educators must be creative in managing learning by choosing and determining various approaches, methods and learning media that are relevant to the conditions of students and the achievement of competencies.

1. Requirements for Implementing the Learning Process

a. Allocation of face-to-face learning hours

- | | |
|---|--------------|
| 1) Elementary School/Islamic Elementary School | : 35 minutes |
| 2) Junior High School/Islamic Junior High School | : 40 minutes |
| 3) High School/Vocational High School | : 45 minutes |
| 4) Vocational High School/Vocational Vocational High School | : 45 minutes |

b. Textbooks

Textbooks are used to increase efficiency and effectiveness, the number of which is adjusted to the needs of students.

c. Class management

Class management is an effort to create and maintain classroom conditions that are as conducive as possible so that the learning process can take place effectively and efficiently in order to achieve learning objectives (Arikunto, 1992).

- 1) The teacher adjusts the seating arrangement of students according to the objectives and characteristics of the learning process;
- 2) The volume and intonation of the teacher's voice during the learning process must be clearly audible to students;
- 3) Teachers must use polite, straightforward words that are easy for students to understand;
- 4) Teachers adapt the lesson material to the speed and learning abilities of students;
- 5) Teachers create order, discipline, comfort and safety in carrying out the learning process;
- 6) Teachers provide reinforcement and feedback on students' responses and learning outcomes during the learning process;
- 7) Teachers encourage and appreciate students to ask questions and express their opinions;
- 8) Teachers dress politely, cleanly and neatly;
- 9) At the beginning of each semester, the teacher explains the subject syllabus to students; and
- 10) The teacher starts and ends the learning process according to the scheduled time.

2. Implementation of Learning

The implementation of learning is the implementation of the RPP, including preliminary, core and closing activities (Ministry of Education and Culture, 2013).

a. Preliminary Activities

In preliminary activities, the teacher:

- 1) prepare students psychologically and physically to participate in the learning process;
- 2) provide students with contextual learning motivation according to the benefits

and applications of teaching materials in everyday life, by providing local, national and international examples and comparisons;

- 3) ask questions that relate prior knowledge to the material to be studied;
- 4) explain the learning objectives or basic competencies to be achieved; and
- 5) convey the scope of the material and explain the description of activities according to the syllabus.

b. Core Activities

Core activities use learning models, learning methods, learning media, and learning resources that are adjusted to the characteristics of students and subjects. The selection of thematic and/or integrated thematic and/or scientific and/or inquiry and discovery and/or learning approaches that produce problem-solving-based work (project-based learning) is adjusted to the characteristics of competencies and levels of education.

c. Closing Activities

In the closing activity, the teacher and students, both individually and in groups, reflect to evaluate:

- 1) The entire series of learning activities and the results obtained to then jointly find direct and indirect benefits from the learning outcomes that have taken place;
- 2) Provide feedback on the learning process and results;
- 3) Carrying out follow-up activities in the form of giving assignments, both individual and group assignments; and
- 4) Informing the learning activity plan for the next meeting.

Assessment of Learning Outcomes and Processes

Etymologically, assessment in English is commonly known as evaluation. Evaluation itself means value. However, from a terminological perspective, assessment can be interpreted as an activity to assess something in a planned, systematic and directed manner based on clear objectives. Assessment is one of the main activities that must be carried out by a teacher in learning activities. With assessment, teachers will know the development of learning outcomes, intelligence, special talents, interests, social relationships, attitudes and personalities of students or learners.

The definition of assessment is further emphasized with the limitation as a process of giving or determining value to a certain object based on a certain criteria (Sudjana, 1990). Assessment is the application of various methods and the use of various tools. Assessment to obtain various types of information about the extent of student learning outcomes or information about the achievement of student competencies. This assessment process aims to answer questions about how good the results or achievements of student learning are. In learning assessment, there are two main functions of assessment that need to be realized, First, to find out the level of program effectiveness in achieving its goals. Second, to identify parts of the learning program that need to be improved (Ibrahim & Syaodih, 2003).

Assessment of the learning process uses an authentic assessment approach that assesses student readiness, the process, and learning outcomes as a whole. The integration of the assessment of the three components will describe the capacity, style, and learning achievement of students or even be able to produce instructional effects and nurturant effects from learning. The results of authentic assessments can be used by teachers to plan remedial programs, enrichment, or counseling services. In addition, the results of authentic assessments can be used as material to improve the learning process in accordance with the Education Assessment Standards. Evaluation of the learning process is carried out during the learning process using the following tools: questionnaires, observations, anecdotal notes, and reflections.

Supervision of the Learning Process

Supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities periodically and continuously. Supervision of the learning process is carried out by the head of the education unit and supervisors.

1. Principles of Supervision

Supervision is carried out with objective and transparent principles to continuously improve quality and determine accreditation rankings.

2. Supervisory Systems and Entities

The internal monitoring system is carried out by the principal, supervisor, education office and the Education Quality Assurance Institute.

- a. The Principal, Supervisor and Education Quality Assurance Institution carry out supervision to improve quality.
- b. The Principal and Supervisor carry out supervision in the form of academic supervision and managerial supervision.
- c. Supervision carried out by the Education Quality Assurance Institute is realized in the form of School Self-Evaluation.

3. Supervision Process

a. Monitoring

Monitoring of the learning process is carried out at the planning, implementation, and assessment stages of learning outcomes. Monitoring is carried out through, among others, focus group discussions, observations, recording, recording, interviews, and documentation.

b. Supervision

Supervision of the learning process is carried out at the planning, implementation and assessment stages of learning outcomes, which is carried out through, among other things, providing examples, discussions, consultations or training.

c. Reporting

The results of monitoring, supervision and evaluation activities of the learning process are compiled in the form of a report for the purpose of continuing follow-up development of educator professionalism.

d. Follow-up

Follow-up to the monitoring results is carried out in the form of:

- 1) Reinforcement and rewards for teachers who demonstrate performance that meets or exceeds standards; and
- 2) Providing opportunities for teachers to participate in ongoing professional development programs.

Constraints or Obstacles in the Implementation of Process Standards in Improving Learning

Obstacles or barriers are factors or problems that often arise in and greatly affect the achievement of a result, if not balanced with a good policy and analysis. There are three main problems that schools face in implementing and meeting the National Education Standards (SNP) currently. First, how do schools implement education standards? Second, how do schools choose indicators that are relevant and adaptive to the development of science and technology in the local, national, and global context? And how do schools ensure that the implementation they carry out is accountable?

Implementation of standards as a dynamic condition. Ideally, the targets set are getting higher and higher. In recent times, the problems that schools are facing have become clearer. It turns out that implementing National Education Standards in Indonesia is not an easy matter. Some schools, educators and education personnel have limited understanding and skills in implementing standards. With the rolling of policies to implement quality standards, educational resources do not develop by themselves.

Educators and education personnel need to improve their understanding and skills in formulating vision-mission, objectives, measurable indicators, implementing programs that meet operational procedures, carrying out measurements and processing the results of measuring the success of carrying out their duties. Each desired excellence needs to be supported by the skills of developing planning documents, data or evidence of the implementation of daily activities, or in the implementation of supervision that is integrated into the system that has not been reflected in real action. Quality assurance is an important issue in the implementation of activities in schools that need to be supported by a well-managed information structure so that it can be used as a basis for making decisions to improve quality.

Edward Sallis (2002) stated that quality improvement must be implemented consistently so that consumers get quality assurance in procedures and products. This statement emphasizes that quality and the implementation of standards are inherent in processes and products. The implementation of activities in accordance with procedures and the realization of products that meet the criteria must be truly understood as basic principles in improving the quality of education. Quality targets must be clearly defined. Realizing SKL (Graduate Competency Standards) that achieve international competition achievements as the peak of achievement needs to be described in a more specific formulation and its stages described. Schools must be good at describing the stages of achieving SKL targets and the stages of the process to achieve excellence that are adjusted to the resources that the school has. Setting targets that are too high without adequate resource support can trap school residents into apathy.

The consequence of that is that schools must be skilled at describing quality targets in the process. As in the learning process, schools need to further define effective, active, innovative, creative, and enjoyable learning. From the definition that schools develop, various indicators will be obtained that show the excellence that must be realized. In the implementation of the Education Process Standards, it is a very important and strategic policy for equalizing and improving the quality of education, through the Education Process Standards, every teacher or school administrator can determine how the learning process should take place. In relation to that, there must be several factors or obstacles to the implementation of process standards that can be seen from the following things:

Because the process standard is related to the implementation of learning, the factor that is considered to greatly influence the learning process is the Teacher. Teachers who in implementing learning management are carried out seriously through careful planning by utilizing all available resources that pay attention to the level of intellectual development and the development of children's learning psychology. Such teachers will be able to produce higher quality graduates compared to teachers who in learning management are carried out carelessly without considering various factors that can affect the success of the learning process (Sanjaya, 2009).

Therefore, in implementing the education process standards, teachers need to understand at least 3 things. First, understanding in planning education programs, namely understanding in describing the contents into a syllabus that can be used in learning. Second, understanding in learning management including in the design and implementation of learning strategies that are in accordance with the objectives and content of education. Third, understanding of evaluation, both related to process evaluation and evaluation of learning outcomes. However, in practice there are teachers who still do not understand and complete these three things even though all of these things have been regulated in Government Regulation (PP) Number 13 of 2015.

In addition to teachers, other obstacles are students, because learning is an activity that aims to teach students, the learning process must involve students and be student-centered. The learning process can occur anywhere, the classroom is not the only place for students to learn. Students' talents, interests, and motivations to learn differ from one another. Mastery of the subject matter is not the end of the learning process but only as a goal to form broader behavior. This means that the extent to which the subject matter is mastered by students can form the behavior patterns of the students themselves, for this reason the methods and strategies used by teachers are not only lecture methods but also use various methods such as discussions, assignments, visits to certain objects and so on.

However, in its implementation, there are still teachers who have not used a variety of learning methods. The lecture system is still often used and learning activities still seem teacher-centered, as well as the limited ability of teachers to use learning media so that student motivation in participating in learning in class decreases. Another obstacle is that schools with parental and community support, with adequate facilities and infrastructure will have better learning quality compared to schools with very limited facilities and infrastructure, as well as very low parental and community support.

Likewise, whether the institution has open management and emphasizes progress. Ability factors in schools such as principal leadership. Principal leadership and the funds available to carry out routine tasks and innovative tasks in the school environment including pleasant physical building facilities, adequate infrastructure also greatly determine the performance of the learning process in a school institution (Tilaar, 2006).

The Impact of Process Standards Policy on Learning Improvement

Impact can simply be interpreted as influence or consequence. In every decision taken by a superior usually has its own impact, be it positive or negative impact. Impact can also be a continuation of the process of implementing internal supervision. A reliable leader should be able to predict the type of impact that will occur from a decision that will be taken. In this definition, response can be seen as the content and implementation as well as analysis of the impact of policy; the political system of course refers to political actors (government, parliament, society, pressure groups and other actors), demands and claims can be challenges and requests from these actors, while support can refer to support from both human resources and existing infrastructure, and finally, the environment refers to the territorial unit where a policy is implemented.

Based on this concept, a public policy system is created which consists of the following elements: orientation, actions that are carried out, positive and negative characteristics for doing something and implementation through coercive (authoritative) legislation. Based on this concept, the government as the main actor in implementing public policy has two different functions, namely political function, and administrative function. Political function is related to the function of government as a policy maker, while administrative function is related to the function of government as a policy implementer. Therefore, the government as an institution that makes and implements public policy has discretionary power in making and implementing the policy. Therefore, other actors must also play a supervisory role in implementing the policy.

A public policy will be formulated based on a process as follows: identification, formulation, adoption, implementation, and evaluation. In the identification process, the government feels that there is a problem that must be solved by making a policy. Based on this identification, a policy formulation is carried out. The policy is formulated based on alternative actions and participants. After the alternative actions and participants are formulated, the adoption process is carried out by choosing the best alternative by considering the implementation requirements, participants, process, and policy content. The next stage is policy implementation. Policy implementation is related to the parties involved, the actions taken and the impact on the policy content itself. After the policy implementation is carried out, a policy evaluation must be carried out. Questions that arise in the evaluation include how effective and reasonable the policy is, who is involved, what are the consequences of implementation and are there demands to revoke or change the policy. So, the impact that most often appears and occurs in the process standard is a very low learning system. With very incompetent teacher quality.

CONCLUSION

Based on the description above, it can be concluded that process standards are criteria regarding the implementation of learning in elementary and secondary education units to achieve graduate competencies. The legal basis governing educational process standards is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013. In the implementation of process standards, it can be said that it has been carried out well, by professional teachers. Its implementation can run effectively, efficiently in accordance with the planning that has been set for achieving graduate competency standards that meet the graduation standard requirements. The obstacles or constraints include: a learning system that is less efficient and effective, inadequate facilities and infrastructure and the role of teachers in teaching who are less competent. The most frequent impact that appears and occurs in process standards is a very low learning system. With the quality of teachers who are very incompetent.

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