

# The Role Of LPTK In Strengthening The Character Of Educator Candidates

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**Abstract:** LPTK (Institute of Education and Education Personnel/IEEP) has an important link in the Indonesian national education system that can not be separated from others, both inside and outside the education system. As an educational institution who will certainly determine the color of education, it will certainly continue to improve itself in all things so that its graduates are well-educated, well-skilled, well-achieved and have good characters. To do so, the institution have made improvements in efficiency, effectiveness, accountability, creativity, pleasant and motivating situations, appearance, empathy, productivity and academic ability. All of these components are certainly supporting factors in producing high quality graduates of educators and education personnel.

**Index Terms:** LPTK (Institute of Education and Education Personnel/IEEP), Character Strengthening, Educator Candidates

## 1 INTRODUCTION

Indonesian society tends to have good and quality education institution. It is capable of exploring, developing, transferring and applying sciences, technology and art necessary to advance society. Therefore, it is not surprising that universities serve as a sign of civilization of a society, in order to establish quality human resources, especially in the field of teacher training and education. It is the Institute of Education and Education Personnel or LPTK. It is one of the higher education units in charge of "creating" candidates of educators and educational personnel to become prospective educators and education personnel. In institution level, the responsibility is conducted by the Faculty of Teacher Training and Education (FKIP), College of Teacher Training and Education (STKIP), and IKIP (Institute of Teacher Training and Education) [11]. LPTK has the main duty of providing education for prospective staff of education at all educational levels and fields of expertise. According to Directorate General of Higher Education, Indonesia has 415 LPTK (376 Private, 26 State FKIP, 12 former State IKIP and 1 FKIP of Open University) [6]. Some of these LPTK are located in South Sumatera, such as FKIP of Universitas Sriwijaya, FKIP of Universitas PGRI Palembang, FKIP of Universitas Muhammadiyah Palembang, STKIP-PGRI Lubuklinggau and many more. They have graduated so many educators and education personnel in South Sumatra and in Indonesia in general. The Universitas PGRI Palembang, in particular, has graduated more than 30,000 teachers and education personnel. The existence of LPTK has an important link in the Indonesian national education system that cannot be separated from others both inside and outside the education system. Its role is based what so-called the "Tri Dharma Perguruan Tinggi (The Three Role of Higher Education)", namely education, research and community service. Through these roles, the quality graduates are able to be achieved; in this case, the candidates of educators and educational personnel. In fact, the results have not been satisfactory. 60% among the graduates are still low quality (Joko Susilo) [14]. It means that LPTK is still unable to make improvement in its quality assurance for professional teachers and educational personnel. How is the LPTK's effort to improve the quality of the educators' character? In this matter, LPTK should be able to empower their educational processes and services in such a way so that all of its students are able to develop themselves into potential, qualified, competent intellectual and professional graduates who have good moral and personal capabilities. In term of the second "Dharma (role)" research, it must be able to present itself as

an academic institution that can produce innovative findings through educational research activities. Through these studies, LPTK-PGRI is expected to develop itself and make a real contribution to the world of education. Finally, through the third "Dharma" dedication to the Community, the existence of LPTK should be able to strengthen the character of the educators and educational personnel candidates to be applied to the students and the community, especially the educational community. In other words, the lecturers and students can disseminate and transmit the knowledge and skills that characterize the surrounding community.

## 2. DISCUSSION

### a. Improvement that Should be Done

As an educational institution, a quality LPTK will certainly continue to improve itself in all aspects so that its graduates have satisfactory knowledge, skills, character and passion for achievement. LPTK's self-improvement will significantly affect its output or alumni. In turn, its alumni will influence the quality of education. The improvements that should be done by LPTK cover the following: (1) relevance, (2) efficiency, (3) effectiveness, (4) accountability, (5) creativity, (6) pleasant and motivating situations, (7) appearance, (8) empathy, (9) productivity and (10) academic ability. First, the LPTK who assure the quality of their output will surely pay attention to this 'relevance' factor, i.e. conformity with needs. The management will continue to examine whether the contents of the curriculum, syllabus and material items of the presentation in accordance with the needs of students, educational and schooling communities and also the world of work. If this is continuously fulfilled, it will be graduates quality assurance for all *stakeholders*. Second, the quality-oriented LPTK will take into account the 'efficiency' factors in terms of the austerity in the use of all resources such as funds, personnel, time, etc. that meet the needs. The management will continuously study whether their students' completion study time is already reached or not (four years for undergraduate and for two years for postgraduate), whether the lecturers and staff recruitment is based on objective analysis of positions in order to avoid excess power, and whether the budget is planned and available to be used effectively and precisely. Thus, the existing funds will continue to be utilized for the development of other resources. Third, through the 'effectiveness' factor (conformity of planning with the results achieved), quality LPTK will continue to improve themselves in terms of their teaching and learning method so that their students are able to

easily understand and master the materials. The management will also continue to improve administrative procedures to be more smoothly and quickly. In the end, all stakeholders will be very satisfied with all services provided. Fourth, quality-oriented LPTK will place the 'accountability' factor in priority. All of their performance and products, including the behavior of their managers, should be legally, ethically, academically, religiously and culturally appropriate. All regulations stipulated by their leaders must be accountable based on applicable laws and formal provisions, lecture material given by lecturers must be accountable in curricular and academic ethics, test scores obtained by students must be reliable, and the service behavior can also be accounted for by law, ethics, religion and cultural values. Fifth, the 'creativity' factor means that the LPTK keep innovating, renewing and creating something new to the development, demands and needs of the education community. The managers periodically will make curriculum updates in accordance with the development of science and technology required by the education community, lecturers are encouraged and motivated to update the course materials based on the latest information, student activities are designed creatively and innovatively to make direct benefit to the development and maturation of student personalities as prospective teachers and education personnel. Sixth, quality-oriented LPTK will emphasize on 'fun and motivating situation' so that all employees and managers perform their duties with carefree, sincere, delighted and passionate, so that their work will be maximized. With the creation of a fun and motivating situation, even new students will feel in their own surroundings. In addition, all policies adopted by LPTK leaders are based on justice, and open to all students, lecturers, managers, employees and the community so that all feel no element of pressure. Seventh, the 'physical appearance' factor must also be taken into account by the LPTK. The neatness, cleanliness, beauty and harmony of physical buildings and campus environment, as well as the physical appearance of all leaders, employees, lecturers and security officers are able to create a comfortable atmosphere, full of intimacy and make the service situation more attractive to all parties. Leaders, lecturers and managers are always well-dressed, clean and sympathetic. Buildings, courtyards, parks, streets, classrooms, library rooms and all campus equipment are well maintained, clean, beautiful, organized and harmonious. This implies a tidy management system that will have a positive impact on quality. Eighth, LPTK leaders' and managers' oriented on quality must have 'empathy', namely the ability to provide excellent service, sincere and wholeheartedly to all parties. All unit leaders and the staffs will always pay attention to their subordinates with love and responsibility, and ready to give and encourage as much as possible when needed. Every manager and employee will provide prompt and accurate service with great courtesy and friendliness to all parties without exception. Lecturers also always pay attention and serve students wholeheartedly, ready to help students overcome difficulties in accordance with their responsibilities. Ninth, the 'productivity' factor will also be an important-and-prioritized part by qualified LPTK. LPTK's ability to produce things match the needs and demands of education society in accordance with what have been planned, both quantitatively and qualitatively. LPTK will be able to estimate how many students will be graduated each year, what percentage of students are accepted, what percentage is able to complete the study on time, how much research and community service

activities can be completed within the planned timeframe. Tenth, the 'academic ability' factor should be the main focus of the quality-oriented LPTK. LPTK should have a high degree of concern for the mastery of their students in their field of study. There is a special analysis of the results of the semester exam, how the average GPA, how the graduates GPA, how long the completion of the script and so forth. The student's academic ability is an indicator of the quality of the mastery of the lecture materials which in turn determines his achievement as an educational worker in the future.

## b. LPTK Role on Education

[1] stated that LPTK have been positioned only as a licensing institution of the teaching profession. In this pattern, the preparation of subject matters with pedagogical, social and personality competencies are separated and not an integrated professional education design. Seeing the spirit of the current Teachers Law, it seems that the *consecutive* model will be the new direction of the teacher education model in Indonesia. As the consequence, LPTK will later only function as an expanded certification body (*wider mandate*) on its basis. *Concurrent* model is positioned as a reference by providing deeper reinforcement on the mastery of science (*subject matter*). It means that the colleges acting as LPTK should be strengthened and encouraged to be even better. The government is also obliged to give high attention to the implementation of teacher education in LPTK. [4] said that the most effective thing in developing professional teachers is by establishing relationships with educational associations such as Teachers Working Group (KKG) and Teacher Consultative Assembly Lesson (MGMP). Associated with the concept of teacher learning, [8] has designed the development of learning teachers involving several components, namely:

- 1) Center for Empowerment and Empowerment of Educators and Education Personnel (P4TK). This institution is responsible for conducting Training and module making related to the learning teachers.
- 2) Education Quality Assurance Institution (LPMP), Education Institution and Education Personnel (LPTK), District Education Office (DISDIK) and Public Participation. These institutions play an active role in following or supervising the Training conducted by LP4TK. In addition, they also disseminate the results of the training to the learning teachers.
- 3) Teachers Working Group (KKKS), Principal Activity Group (KKKS), Principal Working Congress (MKKS), Deliberation Working School Supervisor (MKPS), [8]. These associations implement the training results obtained from the institutions in the previous level. Based on the developmental design of the learning teachers formulated by [8], the role of LPTK in developing professional learning teachers is conducted by using mentoring model in the form of:
  - a) Seminars, by organizing seminar activities with new themes and developments that support the competence of learning teachers.
  - b) Ongoing workshops, conducting ongoing trainings related to the problems faced by learning teachers.
  - c) Regular consultation, regular consultation in regular meetings held by KKG and MGMP in particular related to research undertaken by learning teachers.

- d) Workshops, holding exposures of research results relating to new findings by learning teachers. (tri.n.wahyudi@ums.ac.id).

The role of LPTK as the educators 'producer' means it is directly related to the aspect of educator as the core element of education implementation. Educators who are qualified human resources are expected to compete in this global era [15]. Competition is determined by the teachers and the quality of teachers influenced by the quality of LPTK as the 'producers'. To have qualified and reliable teachers, the first thing to do is to improve quality of the LPTK [14]. Quality-oriented LPTK will naturally improve themselves in terms of quality and standards on an ongoing basis so that their graduates will be truly professional education personnel who will play both active and positive roles in educating the nation's people, producing reliable and skilled human resources. Teachers born from qualified LPTK will stand at the forefront of education. They will be able to work and achieve with a variety of reformation and development efforts that are more oriented to human resource development, especially to the students of their care. In [16] on the national education system, and in [17] on Teachers and Lecturers, as well as various other legal products challenge LPTK to have a responsibility in producing qualified teachers and education personnel. In the local order with the implementation of regional autonomy, each region has an opportunity to organize the development of teachers to be more qualified and in accordance with the demands of local needs. In relation to education problems, teachers are sufficiently drawn sharp criticism that ultimately addressed to LPTK, especially those unable to improve themselves and produce qualified teachers [5], [14], [15]. To that end, Kemenristek Dikti, through Kopertis Region II, has been conducting surveillance efforts so that LPTK do not grow like mushrooms in the rainy season, which are only produce graduates without quality. If this is allowed to continue for a long time, it will become a decline in the quality of our education products because the educational staffs are not qualified at all. Therefore, every LPTK should realize that the quality of education and the willingness to improve itself has become its responsibilities. As the consequence, the graduates they produce become qualified teachers, capable of creating reliable and superior human resources. Taking into account the above description, it can be said that LPTK face external problems and challenges that are closely related to globalization, economic development, decentralization, political situation, socio-cultural development and technology. While the internal objective reality, LPTK in Indonesia still face various challenges and problems stemming from centralized management patterns, centralized and rigid funding mechanisms, efficient organization and management, inadequate quality of human resources and not optimal community participation in funding education. All these problems require national, systematic and integrated management [6]. In this regard, the anticipated development and performance of LPTK, especially private LPTK, is one thing that must be realized for the sake of sustainability in facing a wave of challenges in global, national, regional, local and organizational settings. This implies that LPTK development is an indispensable requirement to become a quality educational institution so as to contribute significantly to the character building of graduates that will eventually increase the quality of education.

### c. The Role of the PGRI LPTK in Educating Characters of its Graduates

Character education is a system of inculcating the values of character to the school community which includes the components of knowledge, awareness or willingness, and actions to implement those values, both to God the Almighty (God), self, fellow, environment, and nationality [2], [3]. While the research report of [9] stated that educational character were (1) applying participatory methods that involve active learning of students; (2) creating a conducive learning environment; (3) providing explicit educational character, systematic, and continuous, involving aspects knowing the good, loving the good, and the good acting; and (4) pay attention to the uniqueness of each students in the use of learning methods. As the result, the best-and-perfect human resource will be achieved. How to educate characters, where to start, and when is the right time? Noble character includes belief and knowledge of goodness, and then leads to a commitment to ignorance and ultimately to do good deeds. In its process, it requires at least two main things besides the role model and habituation. Exemplary and habituation as reflected in the story of elementary school children learning about the process of rice cultivation to rice, are the other 'keys' that children can see the real example of life and act as a channel of transmission value, norm, and love because goodness is actually a manifestation of human nature. Kindness is a call of nature, talent, innate every human being. Religion is revealed is developing his innate talents and education is a guide to avoid misdirected. While the habit is the process of inculcating habits about the good so that teachers and learners understand, able to feel, and want to do good. Teachers want to paint the pattern of benevolent students, measuring the taste of goodness students, so good behavior sculpted into a habit. In character education in schools, all the components (*stakeholders*) should be involved, including the components of the education itself, i.e. curriculum content, learning process and assessment, relationship quality, handling or management of subjects, school management, implementation of activities or co-curricular activities, infrastructure empowerment, financing and work ethic of all citizens and school environment [2], [12]. In an effort to improve the suitability and quality of character education, Indonesian government through the Ministry of Education and National Culture has developed a grand design of character education for every path, level and type of educational unit. The *Grand Design* becomes the conceptual and operational reference of development, implementation, and assessment on every path and level of education. Configuration of characters in the context of the totality of psychological and socio-cultural processes is grouped into 4 groups: (a) Heart (*spiritual and emotional development*); (b) Thought (*intellectual development*); (c) Sports and Kinesthetic (*Physical and Kinesthetic Development*); and (d) Savor and Wish (*Affective and Creativity development*). The development and implementation of character education needs to be done with reference to the grand design [13]. Character education can be integrated in learning in each course. Learning materials relating to the norms or values in each course need to be developed, explored, and linked to the context of everyday life. Thus, character learning values are not only on the cognitive level, but touch on internalization, and real practice in the everyday learners' life in society [7]. The extracurricular activities organized by PGRI LPTK at Universitas PGRI Palembang are

scouting, sports activities, arts activities, and other activities conducted by students association such as Menwa (students' military group), Mapala (nature lovers' group), Youth Red Cross, LDK (Basic Training for Leadership), Seminar, Discussion, Outbound etc. These activities are done outside the lecture hours as potential media for character building and academic quality improvement. Extracurricular Activities are out-of-school educational activities to assist the development of prospective educators in accordance with their needs, potentials, talents and interests through activities that are specifically organized by educators and/or education personnel who are capable and authorized in the school. Through extracurricular activities, it is expected to develop the ability and sense of social responsibility, as well as the potential and achievement of the students and eventually can be transmitted to students. Character education is also closely related to the management or management of the institution [12]. The management in question is how character education is planned, implemented, and controlled in educational activities adequately. The management includes values that need to be inculcated, curriculum content, learning, assessment, educators and education personnel, and other related components. Thus, the LPTK management is one of the effective media in character education that will be applied by the alumni in school later on. Character education should bring learners to the recognition of values cognitively, appreciation of value affectively and finally to the practice of the value. Based on research results, it is stated that 50% variability of adult intelligence has occurred when he was 4 years old. The next 30% increase occurs at the age of 8 years, and the remaining 20% in the middle or the end of the second decade. This is where the importance of education movement starting from early childhood (PAUD) must be mobilized in the community, to the level of Higher Education, especially LPTK.

#### **d. The Role of PGRI LPTK in Building the National Mental Revolution**

What is the mental revolution? According to [10] mental revolution and character education have an important role to advance human civilization. Essentially, the mental revolution and character education were aimed at making learners' smart and noble. If these goals are achieved, the human civilization will tend to be more advanced than before. Conversely, if both or one of those goals ruled out, it will appear the destruction of civilization. Mental revolution changes the way, views, thoughts, attitudes and behaviors oriented to progress and modernity, so that our nation becomes big and able to compete with others. The term "mental revolution" is derived from the first president of the Republic of Indonesia, Ir. Sukarno. At that time, the government and the people of Indonesia had to change the mindset and deeds who had just escaped from the Dutch and Japanese colonization and since the proclamation, the Indonesian people were invited to think and act in the independence of the Indonesian nation. It should change the mindset and perspective on the development of the Indonesian nation. Today, the program is re-initiated and becomes the main program of the President Jokowi as stated in Nawa Cita point eight (8). The term is derived from Sanskrit "Nawa" means "nine" and "Cita" means "hope, agenda or desire". The formulation of the Priority on Development Agenda set by the Government of Jokowi and Yusuf Kalla is named Nawa Cita (The Nine Priority Agenda), consist of:

- 1) Re-presenting the state to protect and provide a sense of security to all citizens;
- 2) Making a clean, effective, democratic and reliable the Government;
- 3) Building Indonesia from the periphery by strengthening the regions and villages within the framework of the unitary State;
- 4) Rejecting the weak State by reforming the system and law enforcement that is free of corruption, dignity and trust;
- 5) Improving the quality of human life;
- 6) Improving the quality of education and training through the programs of Smart Indonesia, Indonesia Work and Prosperous Indonesia, economic independence by moving the strategic sectors of the domestic economy;
- 7) Increasing people's productivity and competitiveness in international markets;
- 8) Revolutionizing the nation's character through the policy of reorganizing the national education curriculum by prioritizing the aspect of civic education, which puts proportional aspects of education, such as the teaching of the history of nation formation, patriotic values and love of the country, the spirit of state defense and manners in the Indonesia Education Curriculum;
- 9) Strengthening the diversity and Indonesian social restoration through strengthening of diversity education.

Why is mental revolution included in a school education program? At this moment, morality is loosened. Something that was once considered taboo, now it becomes mediocre. For example, how to dress, how to interact with the opposite sex, enjoy entertainment in places that are not worth to watch, and many young people enjoy drugs that are difficult to overcome. Globalization provides all the facilities that people need, positive or negative. Many people are lulled by obeying all the wishes of the power ambitious people, let alone seek abundant sustenance that is not in accordance with the rules and ethics in the work. Finally, the character of the nation turned into fragile, easily swayed by other nations or by other groups, pitted the sheep, let alone through the elections, into the cultural trend of westernized land that is not in accordance with the customary Eastern Indonesia. Even a way of putting together is not much different from the principles and ethics of leadership anymore. Moral principles, national culture, and struggle disappear from the characteristics of civilized leadership. These lead to moral decadence and loss of creativity and productivity of the nation. If the character of this nation is fragile, the nation will be paralyzed. Therefore, mental development and character of this nation must be implemented during since the school period, include creativity and innovation to build the nation. LPTK should implement human development covering three dimensions, namely health, intelligence, and personality. Healthy means a fresh and fit physical condition. Intelligence leads to the condition of our brain that is always used to think and sharpened to achieve sharp and qualified analytical skills. Personality is related to the will of the virtuous noble character. The need for mental revolution is because emotional or mental illness will affect individuals in the form of laziness of no character. Then, the impact will be transmitted to a society characterized by disorderliness of order, security, comfort, social jealousy, and social imbalance. Furthermore, it will have a negative impact on the nation and state. Our nation will be weak and become undignified. In the implementation of this nation's mental

revolution, there are three important points that need to be inculcated to the young generation through LPTK. They are: (a) *Integrity* (honesty, trustworthy, character, responsibility). Students must be accustomed to performing these aspects; (b) *Hard work* (work ethic, competitiveness, optimism, innovative and productive); (c) *The spirit of mutual cooperation* (cooperation, solidarity, communal, benefit-oriented mindset). In the implementation of the educational path, it must be strengthened through (a) The curriculum of civic education at all levels, types and channels of education to build integration, forms the ethos of hard work and the spirit of mutual cooperation; (b) Implementing extra-curricular activities for programmed students; (c) Educational managers, in this case the Foundations, must improve the necessary infrastructure on the lectures; and (d) Increasing lecturer's competence in support of mental revolution [6]. LPTK are very responsible in producing graduates who have good academic and moral competencies. Although in reality in terms of academic, they have already well but in terms of character they are still problematic. The emphasis of development education in the character of students, must be balanced between cognitive, affective and psychomotor. In education, the cognitive domain is science and technology-oriented, the affective domain is attached to attitude, morality, spirit, and character, while the psychomotor domain is concerned with procedural and mechanical skills. In learning, an attempt must be conducted to balance these three domains, but in fact the dominant is the cognitive domain, then the psychomotor. The result is that learners are rich in hard skills, but poor on soft skills because affective domains are neglected. This phenomenon appears in educational outputs that has high intellectual ability, smart, champion class; but they have poor ability to build relationships, less able to interact and cooperate, tend to be selfish and become private. Therefore, this change must start from education itself.

## CONCLUSION

LPTK revamping is no longer negotiable, which at least includes aspects of structure, culture, substance, and human resources. Structural aspects need to be studied by LPTK including structural and functional relationships between educational institutions, with central government (central and regional), especially the Ministry of National Education or Local Education Board with LPTK foundations and other related parties to obtain a structure that supports its existence. In the culture aspect, it is necessary to carry out cultural patterns in such a way as to support the development of a characteristic LPTK. Bureaucratic and feudal cultures must shift to a democratic "pedagogical" culture in an atmosphere of teacher's worth of values. A "top down" one-way communication culture should be shifted into a two-way and bottom-up communication culture, a centrally located cultural culture to an autonomous culture of empowerment and decentralization. In short, LPTK is the actualization of educational culture, so the education paradigm should be the main foundation in the realization of its performance through the actualization of "The Three College Role", so as to contribute to quality learners.

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