
National Standards of Education in Contents Standards and Education Process Standards in Indonesia

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Keywords

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Abstract

Education is an important aspect in nation building. However, educational attainment in Indonesia at present has not yet reached the best quality of education. Various policies in an effort to improve the quality of education have been carried out by the government and are still continuing. National Education Standards (SNP) are minimum criteria regarding various relevant aspects in the implementation of the national education system and must be met by education providers and/or units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. National Education Standards serve as the basis for planning, implementing, and supervising education in the context of realizing quality national education. National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. National Education Standards are refined in a planned, directed, and sustainable manner in accordance with the changing demands of local, national, and global life. There are eight National Education Standards, namely: Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards.

INTRODUCTION

Education is an important and main sector in nation building. The state is fully responsible for education in printing the nation's next generation. Various educational policies and programs are always rolled out and strived to continue to build and improve the education sector. During the period of President Joko Widodo, education became a top priority as stated in the Nawacita flagship program in point five, namely improving the quality of life of Indonesian people through improving the quality of education and training with the Smart Indonesia program and with 12 years of compulsory education free of fees.

In the Nawacita program published in the era of President Jokowi's government in the eighth point, it also mentions improving the welfare and careers of teachers working in remote areas, equitable distribution of educational facilities with low and poor education services, improving access to schools, recruitment and distribution of quality teachers. In terms of quantity, the implementation and fulfillment of the right to education for citizens can almost be realized. This can be seen from the continued increase in the school enrollment rate in formal education and the gross enrollment rate.

Moreover, the community realizes that education is a process of learning the knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching and research. There are also those who say that the definition of education is a conscious effort that is carried out systematically in creating a teaching and learning atmosphere so that students can develop their potential. In teaching and learning activities, of course, standard learning activities are needed, especially for primary and secondary education. These standards are used as a determinant of the implementation of learning. The implementation of Law Number 20 of 2003 concerning the National Education System is translated into a number of regulations, including Government Regulation Number 19 of 2005 concerning National Education Standards. This Government Regulation provides direction on the need to develop and implement eight National Education Standards, namely: Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards. National Education Standards are the minimum criteria for the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia (PP No. 19 of 2005 Chapter I Article 1 point 1). The government issued a regulation on National Education Standards (SNP) in lieu of PP no. 19 of 2005.

METHODS

The method used in writing this paper is descriptive method. Here I read from several articles for my research, where I researched the National Education Standards in Indonesia. According to articles that I read, education in Indonesia is far behind. Currently, data on the quality of education in Indonesia is ranked 109th in the world out of 174 countries under Vietnam. In another survey conducted by the OECD (Organization for Economic Co-operation and Development) in 2015, Indonesia was ranked 69th out of 76 countries. The emergence of data on the quality of Indonesian education is not without reason. The learning process that is not in line with expectations is one of the factors that contribute to the low quality of education. In this research, I hope that the government can improve the quality of education in Indonesia.

RESULTS AND DISCUSSIONS

Indonesian National Standard Education

National Education Standards are the minimum criteria regarding the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. National Education Standards consist of Content Standards, Process Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards which must be improved on a planned and regular basis.

National Education according to Law No. 20 of 2003, National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. That is the purpose of education as stated in Law no. 20 of 2003.

It should be noted that PP 57 of 2021 concerning National Education Standards, was amended by PP 4 of 2022 concerning changes to PP 57 of 2021. That education in Indonesia requires national standards that require adjustments to the dynamics and development of science, technology, and people's lives for the benefit of Improving the quality of education is the first consideration for the issuance of PP 57 of 2021 concerning National Education Standards. In addition, PP 57 of 2021 concerning National Education Standards also has the background that government regulation no. 19 of 2005 concerning National Education Standards as amended several times, most recently by government regulation no. 13 of 2015 concerning the second amendment to government regulation no. 19 of 2005 concerning National Education Standards has not been able to meet the needs of the current education system, so it needs to be replaced with National Education Standards with current developments. National Education Standards in PP 57 of 2021 concerning

National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia.

National Education Standards are used in education organized by the Central Government, Local Government, and the community through formal education, non-formal education, and informal education. National Education Standards are used as a reference for curriculum development and education administration to realize national education goals. National Education Standards are refined in a planned, directed, and sustainable way to improve the quality of education in accordance with the demands of changes in local, national, and global life. National Education Standards in PP 57 of 2021 concerning National Education Standards include Graduate Competency Standards; Content Standards; Process Standards; Educational Assessment Standards; Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; and financing standards.

The eight standards must be achieved in the implementation of education in each educational unit. However, in practice there are many problems encountered. For example, the problem of inadequate facilities and infrastructure. One of the six elementary school classrooms was damaged (<https://yappika-actionaid.or.id>). There are at least 6.6 million children who are in danger of studying in a classroom that is damaged and can collapse at any time (<https://www.republika.co.id>). During the 2016 trial period, Commission X formed a Facility and Infrastructure Working Committee (Panja) and found that there were many problems with inadequate facilities and infrastructure (<https://kabarindonesiapintar.com>).

This Government Regulation Number 57 of 2021 concerning National Education Standards replaces Government Regulation Number 19 of 2005, replaces Government Regulation Number 32 of 2013, and replaces Government Regulation Number 13 of 2015. Government Regulation Number 57 of 2021 concerning National Education Standards is stipulated by President Joko Widodo on March 30, 2021 in Jakarta. Government Regulation Number 57 of 2021 concerning National Education Standards was promulgated by Menkumham Yasonna H. Laoly on March 31, 2021 in Jakarta. Government Regulation Number 57 of 2021 concerning National Education Standards is placed in the State Gazette of the Republic of Indonesia of 2021 Number 87. The explanation of Government Regulation Number 57 of 2021 concerning National Education Standards is placed in the Supplement to the State Gazette of the Republic of Indonesia Number 6676. For everyone to know.

In the preamble of the 1945 Constitution of the Republic of Indonesia, it is very clear that the intellectual life of the nation is one of the mandates that must be carried out and fulfilled by the state and government. Considering that the Covid-19 pandemic is still a real threat to the Indonesian people. The central government has issued policies, one of which is

to cancel activities (face to face) for all educational institutions, and teachers who make creative and innovative learning media so that students do not get bored, and we as students must study seriously. Although online learning we must not give up and give up in pursuing our goals.

The function of this National Education Standard is as a basis for planning, implementing and supervising education to realize quality national education. Meanwhile, the main objective of the National Education Standards is to guarantee the quality of national education in the context of educating the nation's life, forming a dignified national character and civilization.

Indonesian education is faced with various challenges, both internal and external challenges. The internal challenge is that many schools have not met the eight National Education Standards (SNP). Meanwhile, the external challenge is globalization which has penetrated into all aspects of people's lives, and the implementation of the ASEAN Economic Community since 2015, which has implications for the increasingly open competition among ASEAN countries. Currently, Indonesia's education quality data is ranked 109th in the world out of 174 countries, while at the Asian level, Indonesia is ranked 17th out of 17 countries under Vietnam (Political and Economic Risk Consultant (PERC) survey (Sill Desta, 2022) In another survey conducted by the OECD (Organization for Economic Co-operation and Development) in 2015, Indonesia was ranked 69th out of 76 countries (BBC, 2022).

The emergence of data on the quality of Indonesian education above is certainly not without reason. The learning process that is not in line with expectations is one of the factors that contribute to the low quality of education. A reality that is faced by the world of education in formal educational institutions today is the low quality of managerial learning both at the level of planning, implementation and how to control it. Therefore, reconstruction of the management of learning programs is absolutely necessary to achieve the expected goals (Yanty K Manoppo, 2014). In Government Regulation No. 19 concerning National Education Standards, article 91, it is explained that every education unit in the formal and non-formal channels is obliged to guarantee the quality of education. The education quality assurance aims to meet or exceed the National Education Standards (SNP) (Uhar Suharsaputra, 2013). The Internal Quality Assurance System makes schools the main actors or spearheads of education quality assurance. SPMI created schools as learning organizations and created the importance of a quality culture. Quality is no longer positioned as a burden, but as a necessity even as a lifestyle. Quality is no longer the responsibility of certain parties, but is everyone's business (Idris Apandi, 2022). Every school member is expected to actively participate and contribute to improving the quality of education in schools.

Besides that, the school, which in this case is lecturers at tertiary institutions, has also begun to set a minimum standard of student assignments which of course must be

assisted and guided by lecturers, isn't it at every campus that the term academic supervisor has begun to be known for all students (Rahmatullah, AS, et al. , 2022) students begin to get assignments based on scientific publications, because student assignments published via the internet are certainly more credible and accountable and must be based or published via the internet (online), (Syahrani, S. 2021) data that is always internet-based is currently considered as a modern institution (Syahrani, S. 2022) is considered to be more advanced in terms of management (Syahrani, S. 2022) because an organization with this model looks more prepared to face the times (Syahrani, S. 2022) and is considered ready to compete with the outside world, (Syahrani, S. 2022) Shaleha, Radhia, and Auladina Salihah, 2021) because they are used to and adaptive to information technology that continues to develop, (Syahrani, S. 2018) especially in the Koran, there are actually many verses that talk about this, so that Islam is not left behind in various ways, especially in terms of education (Syahrani, S. 2019) of course there are many strategies that must be carried out in order to be able to master the latest technology in terms of developing coursework. , (Chollisni, A., et al., 2022) no matter how great a school, without adapting to the times, it still feels like something is lacking (Syahrani et al., 2020) especially now that there are many quality universities and advanced technology that provides journal-based assignments (Syahrani, 2018) if these two things are fulfilled, of course it will be easier to promote higher education, (Syahrani, 2017) so it is hoped that the course of a school will be more ideal according to dreams, (Syahrani, 2017) although there are still many weaknesses, but must always be addressed (Syahrani, 2017).

Content Standard

Content Standards are criteria regarding the scope of the material and the level of competence to achieve graduate competence at certain levels and types of education (Government Regulation Number 32 of 2013 concerning Amendments to PP Number 19 of 2005 concerning National Education Standards). Regulations regarding content standards are contained in Permendikbud Number 21 of 2016 concerning Content Standards for Elementary and Secondary Education. Content Standards are adjusted to the substance of the national education goals which are described in the domains of spiritual attitudes and social attitudes, knowledge, and skills. In Government Regulation No. 13 of 2015, the content standards cover the minimum material scope and minimum level of competence to achieve minimum graduate competence at certain levels and types of education. The content standard contains the basic framework and structure of the curriculum, learning load, unit level curriculum, and education calendar (Indonesia, 2006).

Content standards were developed to determine the criteria for the scope and level of competence in accordance with the graduate competencies formulated in the graduate

competency standards, namely attitudes, knowledge, and skills. The scope of the material is formulated based on the mandatory content criteria determined in accordance with the provisions of laws and regulations, scientific concepts, and characteristics of educational units and educational programs. Content standards are described according to subjects with reference to graduate competency standards.

The Content Standards were developed to determine the criteria for the scope and level of graduate competence which were formulated in the graduate competency standards, namely attitudes, knowledge, and skills. The scope of the material is formulated based on the mandatory content criteria determined in accordance with the provisions of laws and regulations, scientific concepts, and characteristics of educational units and educational programs. Content standards are described according to subjects with reference to graduate competency standards.

The content standard contains the basic framework and structure of the education unit level curriculum, and the education calendar. Content standards are analyzed on the basic curriculum framework, curriculum structure, learning load and educational calendar which will become the I KTSP document. The content standards are analyzed in the attachments to SK and KD which will become the KTSP II document. Document II contains the syllabus and lesson plans whose essence is in KD. Each KD must be analyzed to obtain achievement indicators as the basis for syllabus development. The achievement indicators in the syllabus then become a reference in determining learning activities, time allocation, types and forms of assessment, as well as learning resources and materials.

The development of lesson plans in accordance with the demands of PP 19 of 2005 must refer to the results of the syllabus development. Determination of learning objectives must be in accordance with achievement indicators, learning materials are described from the main material in the syllabus, learning methods, assessment contains instruments that are in accordance with the type and form of assessment in the syllabus, while the sources and learning materials are the same as those contained in the syllabus.

Legal Basis Standard Content

The legal basis for determining educational content standards is the Letter of the Chairperson of the National Education Standards Agency Number 0141/BSNP/III/2006 dated March 13, 2006 and Number 0212/BSNP/V/2006 dated May 2 and the Regulation of the Minister of National Education concerning Content Standards for Basic Education Units and Medium and Government Regulation Number 19 of 2005 which as a whole includes:

1. The basic framework and structure of the curriculum which is the guideline in the preparation of the curriculum which is the guideline in the preparation of the curriculum at the level of the education unit.
 2. Learning load for students in primary and secondary education units.
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3. The education unit level curriculum to be developed by the education unit is based on the curriculum preparation guidelines as an integral part of the content standard.
4. Educational calendar for the implementation of education in education units at the primary and secondary education levels. The content standard was developed by the National Education Education Standards Agency (BSNP) which was established based on Government Regulation No. 19 of 2005.

Content Standard Purpose

The formulation of the Content Standards aims to improve the quality of education through developing the potential of students in line with the development of science, technological progress, arts and culture, so that it is expected to achieve national education goals.

Content Standard Function

Content Standards serve as a teacher's reference when providing material in learning activities. Thus, the material given to students is always oriented to Graduate Competency Standards.

Content Standard Benefits

As a part of the National Education Standards (SNP), the benefits of the Content Standards are to facilitate curriculum development for each level of education with standard content components: 1. Curriculum basic framework (Curriculum Content Aspects and Curriculum Development Principles), 2. Curriculum structure (Curriculum Structure Contents) and Competency Standards and Basic Competencies), 3. Learning load (Face-to-Face, Structured Assignments, and Unstructured Independent Activities), 4. Education Unit Level Curriculum (KTSP) (KTSP Development, Syllabus Development, RPP Development, and Minimum Completeness Criteria (KKM), 5. Education calendar.

Process Standard

Process standards can also be interpreted as a technical form which is a reference or criterion that is planned or designed in the implementation of learning. The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and physical and psychological development of students. This is in line with the principle of active learning, as explained by Silberman (2009: 21) active learning is a fast, fun, supportive, and interesting step because every time students are not only glued to their seats but move and think. In principle, learning is directed at students because learning and learning are not determined by the wishes of the teacher but by the students. Sanjaya

(2008:219-222) explains that learning is shown by several characteristics of the thinking process, utilizing the potential of the brain, and learning throughout life. Process Standards (according to the demands of Permendiknas Number 41 of 2007) were developed by teachers referring to the syllabus and lesson plans (requirements of PP 19 of 2005). Its essence lies in learning activities that are broken down in steps; The reference for the development of the steps cannot be separated from the learning method.

Furthermore, Djohar (Djohar, 2005), concludes that the application of process standards in educational units is expected to improve the quality of graduates in achieving graduate competency standards which in turn can improve the quality of education. Based on the Minister of National Education Number 24 of 2006 concerning Competency Standards for Graduates of Elementary and Secondary Education Units (SKL-SP), Competency Standards for Subject Group Graduates (SKL-KMP), and Competency Standards for Subject Graduates (SKL-MP). Graduate competency standards for certain subjects are the accumulation of competency standards (SK) and basic competencies (KD) of the subjects in question.

In the standard process, the principle of learning is emphasized. And this is stated in the steps of the learning process starting from planning which includes the preparation of the syllabus and lesson plans, the implementation of the learning process which includes the requirements for the implementation of the learning process and the implementation of learning, assessment of learning outcomes with an assessment of the learning process using an authentic assessment approach that assesses readiness students, processes, and learning outcomes as a whole, and supervision of the learning process which includes supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities periodically and continuously carried out by the head of the education unit and supervisor.

Each education unit carries out learning planning, implementation of the learning process, and assessment of the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies. In accordance with the Graduate Competency standards and Content Standards, the learning principles used are: 1. From students being told to students finding out, 2. From the teacher as the only source of learning to learning based on various learning resources, 3. From a textual approach towards the process as strengthening the use of scientific approaches, 4. From content-based learning to competency-based learning, 5. From partial learning to integrated learning, 6. From learning that emphasizes single answers to learning with multidimensional answers, 7. From verbalism learning towards applicative skills, 8. Improvement and balance between physical skills (hard skills) and mental skills (soft skills), 9. Learning that prioritizes cultivating and empowering students as lifelong learners, 10. Learning that applies values by setting an example (Ing Ngarso Sung Tulodo), build willingness (Ing Madyo Mangun Karso), and develop students' creativity in the learning process (Tut Wuri Handayani), 11.

Learning that takes place at home, at school, and in the community, 12. Learning that applies the principle that anyone is a teacher, anyone is students, and wherever is the classroom, 13. Utilization of information and communication technology to improve the efficiency and effectiveness of learning, and 14. Recognition of individual differences and the cultural background of students.

Related to the above principles, process standards were developed which include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process.

Process Standard Components

1. Planning here is an effort to determine the various activities that will be carried out in the learning process to achieve the desired competencies with materials and methods that have been adapted. Learning planning is designed in the syllabus and Learning Implementation Plan (RPP) and the preparation of learning media and resources, learning assessment tools, and learning scenarios. The preparation of the syllabus and lesson plans is adjusted to the learning approach used.
 2. The implementation of learning is an interaction between educators and students which is carried out in one room at a certain time, in order to deliver learning materials to achieve learning (Regulation of the minister of education and culture, 2013). The requirements for implementing the learning process, including time allocation, for junior high school, face-to-face learning is 40 minutes, textbooks are used to increase efficiency and effectiveness, the amount of which is adjusted to the needs of students. The implementation of learning also includes the correctness of classroom management, including the teacher adjusting the seating arrangements of students according to the objectives and characteristics of the learning process, the volume and intonation of the teacher's voice in the learning process must be heard well by students, the teacher is obliged to use polite and easy-to-understand words , the teacher creates. Order, discipline, comfort, and safety in carrying out the learning process, the teacher provides reinforcement and feedback, the teacher encourages and appreciates students to ask questions, the teacher dresses politely, at the beginning of each semester the teacher explains the syllabus of the subjects, the teacher starts and ends the learning process according to the time of the lesson. The implementation of learning is the implementation of the lesson plan, which includes preliminary, core, and closing activities.
 3. Assessment of learning outcomes assessment is carried out by educators on learning outcomes to measure the level of achievement of student competencies, and is used as material for preparing reports on progress of learning outcomes, and improving the
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learning process. The assessment is carried out consistently, systematically, and programmed using tests in written or oral form, and notes in the form of work observations, attitude measurements, assessment of work results in the form of assignments, projects and/or products, portfolios, and self-assessments. Assessment of learning outcomes uses educational assessment standards and subject group assessment guidelines.

4. Supervision of the supervisory learning process is carried out by means, namely monitoring, supervision, evaluation, and reporting.

Legal basis

The legal basis that regulates the standard of the education process is contained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education units. Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competency standards. In addition, other legal bases that contain regulations regarding the standard of the education process are Government Regulation Number 19 of 2005: National Education Standards Chapter III articles-19 to 24, Ministerial Regulation Number 1 of 2008 and Ministerial Regulation Number 3 of 2008: Standards Education Process-Equality Program Package A, Package B, and Package C.

CONCLUSION

The content standard is an important part of the KTSP, because the content standard is the minimum size that must be achieved by students, both regarding competence and regarding the material. The purpose of content standards is to improve the quality of education through developing the potential of students in line with the development of science, technological progress, arts and culture, so that it is expected to achieve national education goals.

Process standards are everything related to the learning process during learning activities. The objectives of the process standards are: to make it easier for teachers to make plans at school, for example semester or annual planning, to make it easier for school principals to monitor the success of the learning process in schools, to direct the learning process of students to refer to the final goal to be achieved, namely the Graduate Competency Standards.

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