
The role of teachers in enhancing the extrinsic motivation of grade X students at SMK Negeri 3 Rantau Utara

Uswatun Hasanah Rambe* & Siti Zahara Saragih

Labuhanbatu University, North Sumatera, Indonesia

*Corresponding Author: uswathunhasanah09@gmail.com

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ABSTRACT

This research, conducted at SMK Negeri 3 Rantau Utara, illuminates the crucial role teachers play in elevating educational quality, specifically focusing on extrinsic learning motivation for Grade X students. Using a purposive sampling approach, the study engaged 1 teacher and 20 students to discern the broader implications of a teacher's role beyond traditional instruction. Findings highlighted teachers' dual capacities as "Educators" and "Innovators." As educators, they embed values, address academic challenges, and foster commendable communication. As innovators, they employ diverse, creative teaching methods, facilitating interactive sessions that stimulate student engagement and motivation. These dual roles underscore the transformative power of proactive teaching, revealing its potential to not only convey curriculum but to inspire and motivate, making learning a more enriching experience. The study underscores the need for an evolved teaching paradigm that goes beyond conventional methods to cultivate a truly engaging educational environment.

Keywords: Teacher, Extrinsic Motivation, Student, Education

1. INTRODUCTION

Teachers play a crucial role and responsibility in enhancing the quality of education in schools. Education is a deliberate and planned effort to establish a learning atmosphere and process. "This is done to ensure that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country." The teacher's role in the teaching-learning process is significant, not just to convey lessons but also to act as a motivator in fostering student attitudes and behaviors. The teaching-learning process and student learning achievements are mostly determined by the role and competence of the teacher. In the teaching-learning activity, educators and students engage in an interaction with the study material as the medium. "In this interaction, it is the students who are more active, not the educators. The educators merely act as motivators and facilitators."

The Directorate of High School Development, Directorate General of Basic and Secondary Education Management, Depdiknas (2008) pointed out that our schooling system often doesn't ensure that students master the material thoroughly. As a result, many students graduate without mastering the curriculum.

It's no surprise that the national education quality remains low. From this, it's evident that many factors influence the quality of education in Indonesia, one of which is the role of an educator in the learning process.

Educators have various roles in the world of education. The aim of education is often formulated to prepare the younger generation to become independent and productive adult members of society, where the school's function is closely related to the community. Education in society has two essential characteristics. First, education instills values and shapes a child's personality to align with societal expectations.

To achieve these educational goals, teachers act as educational agents in educating each of their students. One of their roles is to motivate students during classroom activities. The success in achieving school educational objectives is influenced by several factors, including student motivation. Since motivation is the drive given to an individual (student) to undertake learning. With motivation, students can enhance their willingness to learn and achieve better.

Thus, motivation acts as an effort to encourage students to study harder, be persistent, diligent, and fully concentrate during the learning process. The boost in learning motivation is crucial in

2. LITERATURE REVIEW

in school education efforts. Given the importance of motivation in the learning process, there should be special attention to students' motivation levels. Especially, a teacher must truly understand a student's learning motivation and take actions if a student shows low motivation. Teachers should inspire or motivate students to study well and achieve good learning outcomes. In the learning process, motivation is a dynamic aspect of paramount importance. Often, underachieving students are not lacking in ability but lack motivation to learn, thus not giving their best. Therefore, teachers are expected to be more creative in sparking students' enthusiasm for learning. This includes clarifying goals, igniting student interest, creating an enjoyable learning atmosphere, giving due praise for each student achievement, providing feedback, and fostering competition and collaboration among students and teachers.

The motivation students possess provides energy and enthusiasm to learn. Given this, teachers are expected to understand and recognize their students' motivation during the learning process. For instance, students with low learning motivation may seem dispassionate and unenthusiastic about studying and participating in the teaching process. Therefore, it's essential for teachers to initiate and maintain high student motivation throughout the learning process.

Schools, as formal educational institutions, systematically provide an educational environment offering various learning opportunities so students can gain educational experiences. To propel growth towards specific aspirations and objectives, students need motivation to stay enthusiastic in learning activities. Thus, teachers, as an integral component in education, play a crucial role as motivators in the learning process.

Motivation from teachers promotes growth and development in line with educational objectives. They possess extensive knowledge and expertise. Generally, the goal of motivation is to stimulate or inspire someone, so they have the desire and will to act, achieving specific outcomes. For teachers, the aim of motivation is to energize and spur their students to have the desire and will, "to improve their learning achievements, meeting the educational objectives set in the school curriculum." "The purpose of motivation is to activate someone to have the desire and will to act, thereby achieving desired outcomes."

Motivation is a driving force for a teacher to carry out tasks to achieve set objectives, as per Tohidi and Jabbari, (cited in Rizaldi Putra et al., 2019). In today's schooling system, the role of a competent teacher is essential. It's not just about focusing on lessons but also imparting values and character education to students. In reality, some students still underperform. It's essential to recognize that advancements in learning are not solely dependent on a student's cognitive aspect but also on other factors such as diligence and motivation influenced by their social environment. Therefore, the teacher's role in the teaching-learning process significantly influences the formation of student attitudes.

Role of Teachers

A teacher is a professional educator whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education pathways, basic education, and secondary education. The person referred to as a teacher is someone capable of designing learning programs and managing classrooms effectively, ensuring students can learn and ultimately achieve maturity, the ultimate goal of the education process.

According to Meity H. Idris et al. in their book "Becoming a Pleasant and Professional Educator", the roles that a teacher should possess include: (a) Teacher as an Educator, especially crucial for students at the primary level. This role sets examples of attitudes, behaviors, and shapes the character of students. (b) Teacher as a Manager, responsible for upholding the agreed-upon rules and regulations in the school, providing guidance to ensure these rules are effectively executed by school members. (c) Teacher as a Supervisor, understands students' issues and identifies problems related to the learning process. (d) Teacher as an Innovator, teachers should have a high learning capability to enhance their knowledge and skills. (e) Teacher as a Motivator, to boost enthusiasm and passion; students need high motivation, both intrinsic and extrinsic, especially motivation coming from their own teachers.

E Mulyasa (2013:120) expressed that the teacher's role as a motivator includes: (1) explaining learning objectives to students, (2) giving rewards, (3) organizing competitions, (4) imposing punishments, (5) stimulating students' drive, (6) using diverse methods, (7) employing suitable media.

Learning Motivation

According to Mc. Donald, learning motivation is a change in someone's energy characterized by the emergence of a "feeling" and preceded by a response to a goal. In summary, learning motivation is the overall driving force within a student that encourages, stabilizes, and directs them to participate in learning activities and achieve new behavioral changes. With strong motivation, students will have the energy to engage in learning activities and achieve high accomplishments.

Intrinsic motivation, which arises from the students' inner needs, is considered superior to motivation caused by external stimuli. However, in practice, intrinsic motivation often isn't present or hasn't emerged. This situation requires external stimuli to trigger learning motivation. According to Freud, the characteristics of motivation in everyone include: (a) Persistence in facing tasks, continuously working for extended periods without quitting prematurely. (b) Resilience in facing challenges, not easily discouraged, not requiring external motivation to achieve the best possible or not quickly satisfied with the achieved performance. (c) Quick boredom with routine tasks or repetitive, mechanical tasks, resulting in a lack of creativity. Motivation itself can be classified into two:

1. Intrinsic Motivation This motivation arises within an individual without any external pressure or persuasion but purely based on one's own will. This type of motivation

emerges strictly from within an individual without any external compulsion.

2. **Extrinsic Motivation** This type of motivation arises due to external influences and can be in the form of requests, instructions, or coercion from others. In this context, the teacher's role becomes crucial in providing motivation, invoking the drive to learn, or even elevating it with their efforts. Extrinsic Motivation refers to external factors applied to tasks or students by teachers or others. Typical forms of extrinsic motivation include rewards, praise, punishments, or reprimands.

3. METHODOLOGY

Research Location and Timing

The research was conducted at SMK NEGERI 3 RANTAU UTARA, located at Jl. WR. Supratman, Padang Matinggi, Kec. Rantau Utara, Kab. Labuhanbatu. The research period spanned January to February 2023.

Research Approach and Type

This research employed a qualitative approach, indicating that qualitative research is a naturalistic method since it is conducted in natural settings. A natural object is one that evolves naturally, is not manipulated by researchers, and the presence of the researcher doesn't influence the dynamics of a specific object. The qualitative method is used to obtain in-depth data, data with meaning. Qualitative methods stand as a particular tradition in social science fundamentally relying on human observations in their environments, connecting with them in their language and terminology. This approach is a research procedure that yields descriptive data in the form of words or oral expressions from people and observable behaviors. Qualitative methods aim to reveal the unique characteristics found in individuals, groups, communities, or organizations in everyday life in a comprehensive, detailed, and scientifically accountable manner.

The type of research employed in this study is a case study, related to the instilling of nationalism in students. A case study is a research aiming for an intensive understanding of specific social units, including individuals, groups, institutions, and communities. Case studies concern meaningful historical or developmental aspects aiming to understand life cycles or parts of life cycles of certain individual units. The focus is on conditions, activities, developments, and crucial factors related to and supporting those developments.

Data Sources

The data sources in this research are subjects from which data can be obtained. The sources available in this research comprise primary data sources in the form of words and actions, and secondary data sources, like documents. Data types include actions, written data sources, photographs, and statistics.

The words and actions of observed or interviewed people constitute the primary data source. Primary data are recorded through written notes, voice recording, and photography. The collection of primary data through interviews or participatory

observation constitutes the main outcome of the activities of seeing, hearing, and asking.

Regarding the area from which data sources are considered for this research, the informants or primary (primary) data sources are data acquired by the researcher through interviews and observations. Data comes from teachers and 10th-grade students at SMK Negeri 3 Rantau Utara.

While the secondary data sources are data external to words and actions, i.e., written data sources. Written sources can be divided into sources from books and scientific journals, archival data sources, and documentation used by researchers in this study, consisting of documents including: a) Number of teachers. b) Number of 10th-grade students at SMK Negeri 3 Rantau Utara.

Research Procedures

Observation

Observation is a primary instrument in research, providing a direct view of what is being studied. In this research, passive participative observation is used. According to Sugiyono (2020:107), passive participation observation means the researcher visits the activity site but doesn't engage in the activities.

Interview

Interviews serve as a data collection technique when researchers want to conduct a preliminary study to find problems that need investigation. This research uses semi-structured interviews. According to Sugiyono (2020:115), semi-structured interviews fall under the in-depth interview category, offering more flexibility than structured ones. The goal is to uncover issues openly, wherein interviewees provide opinions and ideas.

Documentation

Documentation is a method derived from essential records, whether from institutions or individuals. This research's documentation consists of photographs taken by the researcher to support the research findings.

Sampling Technique

According to Sugiyono (2020:138), the sampling method used is purposive sampling. For a clear insight into the role of teachers in enhancing the extrinsic learning motivation of 10th-grade students at SMK Negeri 3 Rantau Utara, the researcher determines the research subjects using the Purposive Sampling technique. This study samples one teacher and 20 10th-grade students.

Data Analysis Technique

Data analysis is the process of finding and organizing data obtained from interviews, field notes, and documentation. The data analysis in qualitative research starts before entering the field, during fieldwork, and after completing fieldwork. The steps of data analysis, according to Sugiyono (2020:337-342), are: a. Data Reduction: As data from the field is vast, it needs detailed recording. Over time, the data becomes more complex, requiring immediate analysis. Data reduction means summarizing, focusing on essentials, finding themes, and discarding the unnecessary. b. Data Display: After data reduction, the next step is data display. In qualitative research, data presentation can be in the form of

brief descriptions, charts, relationships between categories, flowcharts, and the like. c. Conclusion Drawing/Verification: The third step in qualitative data analysis is drawing conclusions and verification. Conclusions in qualitative research should ideally be new findings, such as descriptions, causal or interactive relationships, hypotheses, or theories.

4. RESULT AND DISCUSSION

The Role of Teachers as Educators in Enhancing Extrinsic Learning Motivation of Grade X Students at SMK Negeri 3 Rantau Utara

To determine the role of teachers as educators in enhancing extrinsic motivation of Grade X students at SMK Negeri 3 Rantau Utara, the researcher collected data by interviewing informant Mrs. Lebda Tyas Nireki, a Grade X History Teacher. Based on field research, the teacher's role in developing student personalities to tackle learning difficulties in a school environment was observed. Mrs. Lebda stated that the initial approach should involve recognizing student learning difficulties, adjusting to individual capabilities and needs. If students struggle to understand lessons, teachers should simplify or summarize them. Additionally, teachers play a role in developing student personalities by instilling religious values and teaching them to behave respectfully.

During the research observation and teacher interviews, further validation was sought by interviewing a student named Aiya Rahma. According to Aiya, behaviors such as showing low academic results, constant tardiness, and disruptive tendencies are challenges. The way to tackle these issues includes understanding student characteristics, involving them in the learning process, and encouraging note-taking.

The research also explored how teachers guide students to maintain a conducive learning atmosphere. Mrs. Lebda suggests that teachers should be approachable, offer more attention, and adapt teaching methods to provide a structured, safe, and comfortable learning environment. A student named Lia shared her opinion, stating that teachers should establish clear rules but with empathy, maintain good communication, support students in their studies, and recognize outstanding achievements.

Another focus was how teachers foster students' good character in utilizing their learning time efficiently within the school environment. Mrs. Lebda advises students to refer to the library to broaden their knowledge, gives assignments to promote responsibility, and encourages discussions during breaks to enhance knowledge from previous lessons. Asriani, another student, suggests utilizing library hours for reading or revision, participating in school extracurricular activities, and completing assignments promptly and correctly.

Lastly, the research analyzed what kind of guidance teachers provide to ensure students are diligent in their tasks and what rewards are given to foster learning. Mrs. Lebda emphasizes focusing on the subject matter and encourages asking questions if anything is unclear. She utilizes technology in the teaching

process, like projectors, and rewards students with high grades or gifts during quizzes. Another student, Namira utra ayundari, believes that enhancing study quality, showing eagerness to learn, and asking teachers when concepts are unclear are pivotal. The rewards, according to her, could be good grades or useful items for students.

The Role of Teachers as Innovators in Enhancing Extrinsic Learning Motivation of Grade X Students at SMK Negeri 3 Rantau Utara

To understand the role of teachers as innovators, the researcher again interviewed Mrs. Lebda. Through the research, it was found that teachers offer creative activities to boost the learning spirit in school. Mrs. Lebda stated she incorporates diverse quizzes, taking inspiration from both students and her preparations. Selin, a student, believes that to boost the learning spirit, studying with friends, recalling one's aspirations, changing study atmospheres, or reading motivational content can help.

The research also delved into the teaching methods teachers employ to prevent students from getting bored quickly. Mrs. Lebda employs various methods like lectures, group discussions, and card methods tailored to students' needs. Another student, Venissa, suggests combating classroom boredom by focusing on lessons, reading textbooks, or briefly leaving the class to refresh.

Discussion

The Role of Teachers as Educators in Enhancing Extrinsic Motivation of Grade X Students at SMK Negeri 3 Rantau Utara Teachers must be an embodiment of enthusiasm, potential enablers, and action initiators. Students who are lethargic, unmotivated, without future plans, and lack aspirations will be encouraged to be active, enthusiastic, plan for the future, and have sky-high aspirations. A teacher should strive to provide guidance and direction to students to enhance their learning quality. Teachers can also offer tips on effective and enjoyable learning methods to achieve the desired outcomes. Without proper guidance, students will face difficulties in their personal development. A student's inability often results in them relying more on their teacher's assistance. However, as they grow older, their dependence decreases. Therefore, guidance from teachers is crucial when students are not yet self-reliant. This role as an educator is especially vital in basic education because teachers serve as role models in shaping students' attitudes and characteristics.

The role of a teacher as an educator is central to education. A teacher is an educator and becomes an icon, role model, and figure of identification for students and their community. Ideally, a teacher should possess personal qualities like responsibility, discipline, love, morality, authority, and an in-depth understanding of their students. The role of a teacher as an educator differs from that of an instructor. While an instructor's orientation is towards the transfer of knowledge, an educator goes beyond just teaching; it's about how a teacher provides guidance, nurtures, and motivates, not merely transferring knowledge. Every teacher should impart knowledge, skills, and other experiences beyond the school's scope, like personal and spiritual behaviors, and choosing professions in society, which relate to social responsibilities.

From the discussion above, researchers can conclude that the role of teachers as educators in enhancing the extrinsic motivation of students at SMK Negeri 3 Rantau Utara has been effective. This is evident from instilling politeness, assisting with students' learning difficulties, teaching effective time management, establishing good communication, and rewarding high-achieving students.

The Role of Teachers as Innovators in Enhancing Extrinsic Motivation of Grade X Students at SMK Negeri 3 Rantau Utara
The role as an innovator involves performing creative activities, discovering new strategies, methods, or concepts in teaching. Innovation serves as a means to enhance teaching quality. The core of innovation is to produce better products, processes, procedures, or novel ways introduced by individuals, groups, or educational institutions. Classroom management means controlling students' behavior so that they actively participate in the learning process. As an innovator, a teacher's past experiences have significant meanings for the students.

The duty of a teacher as an innovator is to disseminate new ideas in the form of knowledge and technology to students. Innovation in the learning process stems from the teacher's ability to be creative, discover effective teaching strategies, methods, or concepts, and improve students' skills using new learning techniques. Teachers also need to invent and create novel methods to better education. In this context, a teacher should identify the challenges students face in understanding the material. After identifying, the teacher should define and deeply analyze the problem.

From the above discussion, researchers can conclude that the role of teachers as innovators in enhancing the extrinsic motivation of students at SMK Negeri 3 Rantau Utara has been successful. This is demonstrated by the creative activities initiated by teachers, employing diverse methods in the teaching-learning process, conducting quizzes at the end of lessons, and using game methods like cards.

5. CONCLUSION

Based on the analysis and discussion presented by the researcher in the preceding chapters, conclusions can be drawn regarding the role of teachers in enhancing the extrinsic motivation of Grade X students at SMK Negeri 3 Rantau Utara. Firstly, the role of teachers as educators in enhancing this motivation has been effective. This is evident from their efforts to instill politeness, assist with students' learning difficulties, promote beneficial habits, establish good communication, and provide support and recognition to high-achieving students. Secondly, the teachers' role as innovators has also been fruitful, demonstrated by their initiation of creative activities, application of diverse teaching methods, conducting quizzes at the end of sessions, and employing game methods like cards.

In light of the research findings, several key recommendations emerge. Firstly, to bolster the learning environment, it's essential for the school to invest further in upgrading and expanding its facilities and infrastructure. Secondly, the school principal, as the linchpin of the educational institution, should

take a proactive stance in guiding and periodically assessing all facets of the educational delivery to ensure consistent quality and adaptability. Moreover, it's paramount that teachers continually position themselves as role models in the educational milieu. Their commitment to transferring knowledge and values requires them to fully harness their expertise and passion. For students, understanding the lessons imparted by teachers is just the beginning. The real essence lies in their ability to apply this knowledge within diverse settings, be it at school, within their families, or the broader community. For the academic community and upcoming researchers, there's a rich tapestry of opportunities in exploring the nuanced roles of teachers as motivators and innovators in the learning journey of students. Such pursuits can illuminate the path for future investigations, offering varied perspectives and methodologies that can contribute significantly to this domain of study.

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