



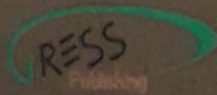
# Good Practices in Education Across Disciplines and Grade-Levels

PROCEEDING  
INTERNATIONAL SEMINAR

Editor

Dr. Sukatman, M.Pd.

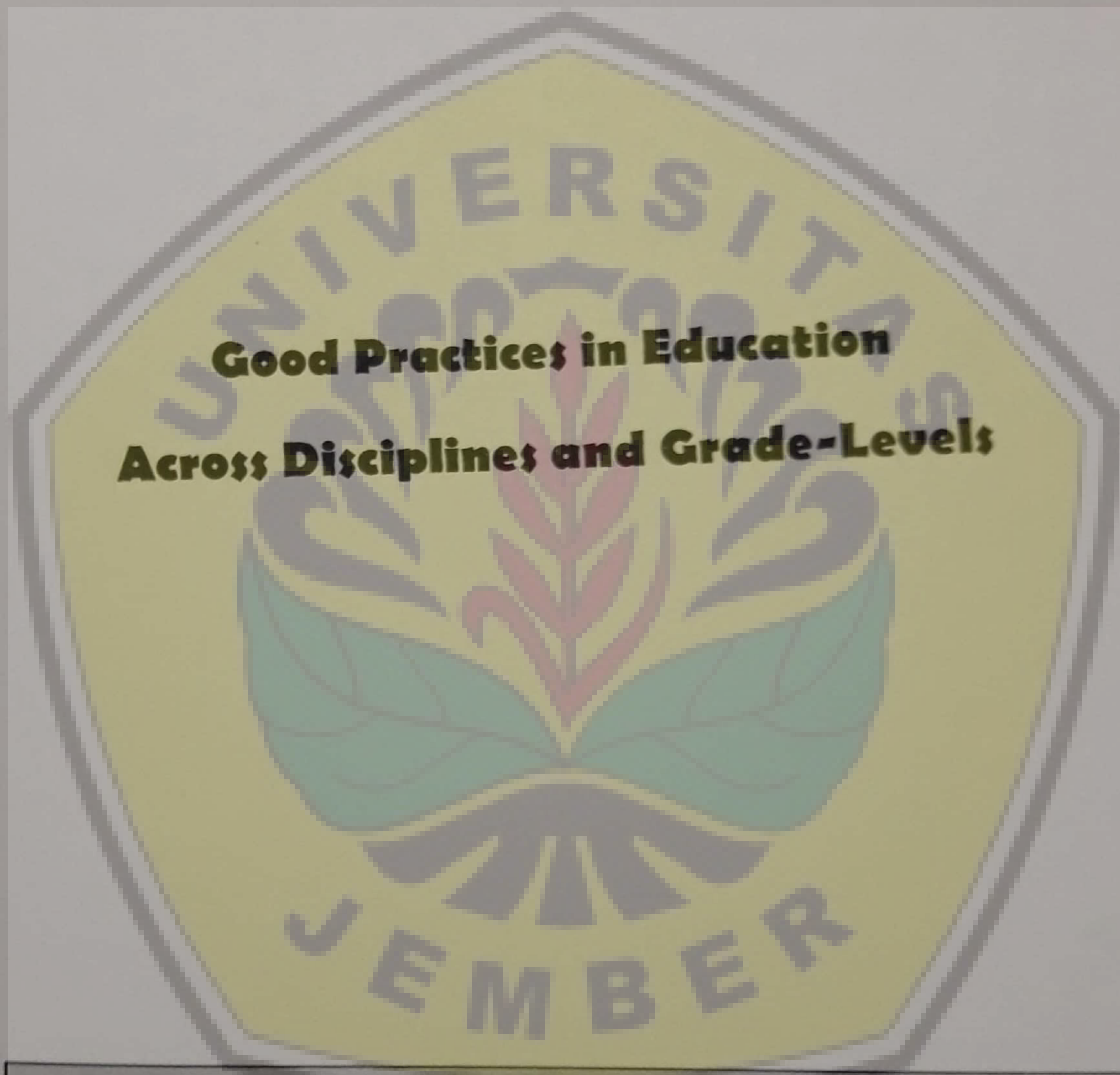
Dr. Budi Setyono, M.A.



18 Januari 2014  
Gd. Soetardjo Universitas Jember

PROCEEDING

INTERNATIONAL SEMINAR



VENUE : Soetardjo Auditorium of Jember University, Indonesia  
TIME : Saturday, 18<sup>th</sup> January 2014



<b>Halaman Judul</b> .....	iii
<b>Chairman Welcome Note</b> .....	iv
<b>Daftar Isi</b> .....	v
A COMPARISON OF EDUCATION SYSTEMS IN ONTARIO AND INDONESIA, WITH SUGGESTIONS FOR OPTIMIZATION <b>Chris Woodrich</b> .....	1
MENGAJAR DENGAN HATI DI GREEN SCHOOL <b>Nanik Yulianti</b> .....	17
EDUCATION AND THE DARKENING CLOUDS OVER THE PLANET <b>Muhammad Haji Salleh</b> .....	29
RESPON MAHASISWA TERHADAP PEMBELAJARAN PROBLEM-BASED LEARNING DILENGKAPI DENGAN PENILAIAN PORTOFOLIO YANG BERBASIS PADA LESSON STUDY <b>Jekti Prihatin</b> .....	47
THE EFFECT OF USING VIRTUAL OR REAL LABORATORIES IN LEARNING OUTCOMES OF JUNIOR HIGH SCHOOL STUDENTS <b>Sri Wahyuni</b> .....	57
PERANAN SEKOLAH DALAM MEMBANGUN KARAKTER BANGSA BERDASARKAN KEARIFAN LOKAL <b>Muazza dan Rahmat Murboyono</b> .....	63
GOOD PRACTICES OR TEACHING TO THE TEST? STORIES FROM THE FRONTLINES AND POLICY IMPLICATIONS OF THE TOP-DOWN NATIONAL STANDARDIZED EXAM IN INDONESIA <b>Eddy Haryanto, Failasofah, Nunung Fajaryani, Masbirorotni, Reny Heryanti</b> .....	71
PART TASK AND WHOLE TASK AS ALTERNATIVE APPROACHES TO DEVELOP INSTRUCTIONAL DESIGN <b>Nurul Umamah</b> .....	91

PENGEMBANGAN KURIKULUM BERBASIS KOMPETENSI DI PERGURUAN TINGGI (Studi Kasus Penerapan Kurikulum KBK 5-1 dan 7-1 di Jurusan Teknik Mesin Politeknik Negeri Malang) <b>Nurhadi</b> .....	103
RECONSTRUCTING THE CURRICULUM OF ACADEMIC EDUCATION FOR PROSPECTIVE TEACHERS TO MEET THE STANDARD OF INDONESIAN QUALIFICATION FRAMEWORK <b>Budi Setyono</b> .....	115
BERDIALOG PENUH KELEMBUTAN: MENGAJARKAN BUDI PEKERTI LUHUR UNTUK ANAK BANGS <b>Sri Sumarsih</b> .....	129
TECHNIQUE OF DESIGNING AUTHENTIC ASSESSMENT IN MATHEMATICS LEARNING <b>Abi Suwito, Nurcholif Diah Sri Lestari</b> .....	135
MENULIS NASKAH DRAMA: PEMBELAJARAN KREATIF MELIHAT, MENDALAMI, DAN MEWUJUDKAN <b>Indra Suherjanto</b> .....	143
THE CONSTRUCTION AND VALIDATION OF INSTRUCTIONAL DESIGN MODEL FOR ENGLISH AS FOREIGN LANGUAGE INSTRUCTION <b>Saharudin, Ervina, Rusdi</b> .....	153
RENDAH APRESIASI SOSIO-PSIKOLOGI DAN RENTANNYA PEMAHAMAN TERHADAP PENDIDIKAN MULTIKULTURAL DI INDONESIA <b>Maryaeni</b> .....	169
IMPROVING SELF-REGULATED LEARNING USING SELF-ASSESSMENT INSTRUMENT ON STUDENTS' ACHIEVEMENT OF PLANT ECOLOGY COURSE <b>Wachju Subchan</b> .....	181
TRADISI LISAN "KÉJHUNG" SEBAGAI TRANSFORMASI SIMBOLIS PENDIDIKAN BERKARAKTER BUDAYA DAERAH <b>Moh. Badrih</b> .....	189
PEMANFAATAN MEDIA BERBASIS TOPIK DALAM PROSES BELAJAR MENGAJAR MATAKULIAH MEDIA PEMBELAJARAN <b>Slamet Hariyadi</b> .....	203

**RECONSTRUCTING THE CURRICULUM OF ACADEMIC  
EDUCATION FOR PROSPECTIVE TEACHERS  
TO MEET THE STANDARD OF INDONESIAN  
QUALIFICATION FRAMEWORK**

Budi Setyono  
FKIP Universitas Jember  
bssetyono@gmail.com

**Abstract:** Based on the Law number 14, 2005, teacher has been stipulated as a profession. Due to this, someone choosing teacher as his/her profession is required to have specific skills or expertise. By design, it is required that the prospective teachers in Indonesia take a one-year profession education after their graduation from undergraduate (S-1) degree in education and non-education majors. This policy certainly gives impact on the teacher education institution as the one in charge of teacher production. An area that needs adjustment is the curriculum of teacher education. The curriculum must be reconstructed in order to meet a whole teacher competency, i.e. academic and professional competency. In reconstructing the curriculum of academic education for teachers, some principles and proposed models of the professional teacher education curriculum need to be considered. This paper, however, is limited to discuss the reconstruction of academic education curriculum for teachers in order to meet the standard of Indonesian qualification framework.

**Keywords:** curriculum reconstruction, academic education, profession education, Indonesian qualification framework

**INTRODUCTION**

The rapid development of science and technology in the global era requires that teachers work professionally in order to provide good educational services to their stakeholders. There have been new findings in the areas of educational sciences, teaching methodology, instructional media, methods of assessments, and pedagogical-content knowledge required to be mastered by the teachers. The constructivist learning theory, genre-based approach, hybrid-learning program, authentic assessment are some of the examples of the new areas in education that the teachers need to understand. The use of information and communication technology also affects the way teachers communicate and acquire knowledge, skills, and information. Consequently, teachers at all levels of education are required to continually upgrade their knowledge and skills both through self-professional development and/or institutional-professional development (Mahsunah, et.al., 2012).

In response to the rapid development of science and technology as well as the global competitiveness, the government has committed to improve the quality of education in Indonesia. One of them is by stipulating teacher's job as profession like the profession of doctor, lawyer, and accountant. In the history of education in Indonesia, legally the government has enacted Law number 14 Year 2005 on Teacher and Faculty stating that teachers are professional educators whose jobs are to educate, teach, guide, direct, train, assess, and evaluate students at the level of early childhood education, primary education, and secondary education. Following this law, to become a teacher someone is required to own undergraduate (S-1/D-IV) diploma of education or non-education majors plus professional certificates. It is only the accredited Higher Institutions for Teacher Education (LPTKs) that are permitted to conduct profession education for teachers and publish professional certificates for teachers. If this regulation is obeyed, it is expected that the recruitment of teachers in Indonesia will meet the standard.

A change in the government policy in turn affects the existence of LPTKs as the producers of teachers in Indonesia. In the new era, LPTKs serve not only as the academic education institution but also as the profession education institution. As the academic education institution, LPTKs produce S-1 graduates on education majors, whereas as the profession education institutions, LPTKs produce the certified graduates for prospective teachers. Due to this, LPTKs need to prepare the supporting components to anticipate the new era of teacher education. One of the important components is the curriculum of academic education as well as the profession education for teachers as a guide in the administration and management of the teacher education programs.

Since the enactment of Law number 14 Year 2005 on Teacher and Faculty and the Decree of the Minister of Education and Culture Number 73, 2013 on the Application of Indonesian Qualification Framework (IQF) in Higher Education, the curriculum of higher education need to be reconstructed. Based on IQF, the holder of S-1 degree is categorized as level 6, whereas the holder of profession degree is categorized as level 7. In order to meet the expertise as expected by IQF, the contents of academic and profession education curriculum for teachers must be reconstructed. At present, the curriculum of LPTKs was developed based on the competency-based curriculum, and so was the curriculum of the study programs at the Faculty of Teacher Training and Education, Jember University.

In response to IQF and the National Standard of Higher Education (final draft), this paper tries to share how to reconstruct the curriculum of academic education for teachers as a part of the whole curriculum of professional teacher education. The first part explains principles in developing

teacher education curriculum followed by the proposed models of teacher education curriculum. The next discussion deals with procedures in developing curriculum of academic education as suggested by the Directorate Teaching and Learning and Students Affairs, the Ministry of Education and Culture.

## **PRINCIPLES IN DEVELOPING TEACHER EDUCATION CURRICULUM**

The whole process of teacher education, starting from academic education for teachers up to profession education for teachers is known as 'Professional Teacher Education' (The Directorate General of Higher Education, 2012). Based on the legal framework of Law number 14 year 2005 on Teachers and Faculty, the professional teacher education program comprises two phases, namely academic education and profession education. At the end of academic education for teachers, graduates are honored with undergraduate (S-1) degree in education, while profession education for teachers honors its graduates with teacher professional certificate.

With regard to the wholeness of professional teacher education as discussed previously, in developing and reconstructing the curriculum of academic education for teachers, a study program has to think about the following principles. First, academic education and profession education for teachers are inseparable and constitute the whole process of professional teacher education. The principle of wholeness is important due to the fact that the Decree of the Ministry of National Education No.8 2009 on pre-service profession teacher education program does not arrange academic education for teachers.

The second principle is the relationship between teaching and learning. This shows how teachers teach and how students learn in their environment. Therefore, the mastery of theory, methods, and instructional strategy must be connected and integrated with how students learn at school with respect to their socio-cultural background. The way teacher understands and responds to students' learning styles are essential to shape the nature of the teaching and learning environment (Loughran, 2010 in the Directorate General of Higher Education, Ministry of Education and Culture 2012). Therefore, the curriculum structure of academic education for prospective teachers are required to have early exposures on instructional practices at partner schools. Through the early exposure program which is integratedly wrapped in a relevant course, students are introduced to schools beginning from the second semester. This experience is designed to form the accumulation of experiences which develop the readiness of the prospective teachers to perform the real teaching practices.

The third principle is a coherence among the curriculum contents. Coherence means unity, connectedness, and relevance. Coherence in the contents of teacher education curriculum means the availability of



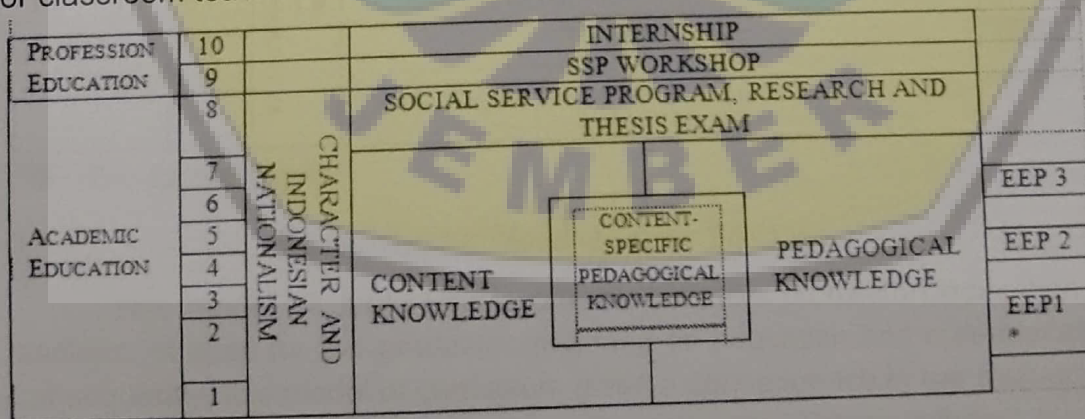
Budi Setyono

connectedness among group of content knowledge subjects, group of general pedagogical knowledge for all subjects, group of content specific pedagogical knowledge subjects, group of curricular knowledge subjects, and group of assessment and evaluation subjects, knowledge of educational context, and the use of information technology in the learning process. Coherence among the contents of curriculum can result in the learning outcomes in accordance with the attainment of learning outcomes formulated by study program. Apart from internal coherence, the curriculum of study program of education must also connect with the reality of teaching and learning at school or university-school curriculum linkage.

**MODELS OF TEACHER EDUCATION CURRICULUM**

Considering the principles of curriculum development for teacher education, several models of teacher education curriculum are offered: integrated model of teacher education and layered model of teacher education curriculum (Universitas Pendidikan Indonesia, 2010; The Directorate General of Higher Education, 2012; Kartadinata, 2013).

Integrated model of teacher education curriculum (see Figure 1) carries out academic education for eight semesters followed by profession education for classroom teachers of the elementary schools and early childhood education in one semester and for subject teachers of the secondary schools in two semesters. Academic education curriculum consists of components of character and Indonesian citizenship, general pedagogical knowledge, content-specific pedagogical knowledge, social service elements, research for undergraduate thesis, and final project/thesis examination. In three semesters (semesters 2, 4, and 6), field work program will be conducted for giving prospective teachers early exposures in school setting. Profession education for classroom teachers contains subject specific pedagogy (SSP)

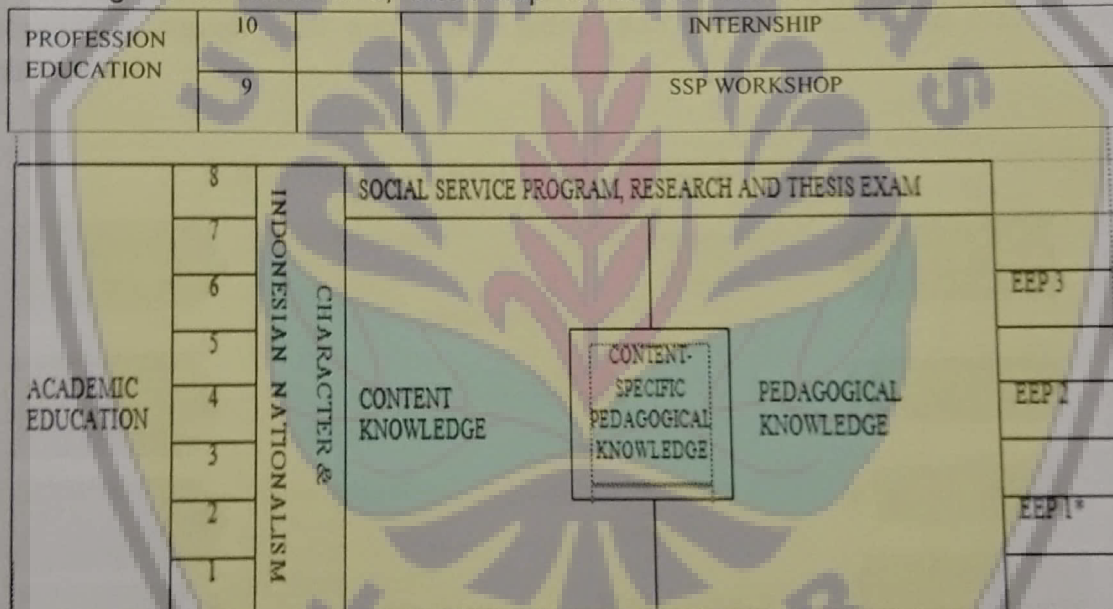


\*EEP : early exposure program

Figure 1: Integrated Model of Teacher Education

Workshop and internship conducted in semester 9. In addition, profession education for subject teachers of the secondary schools will be conducted in two semesters. Subject specific pedagogy workshop will be given in semester 9, and internship will be conducted in semester 10.

The second model is layered model of teacher education (see Figure 2). In this model of curriculum, the academic education (S-1) program is separated from the profession education program. The academic education program takes eight semesters, while profession education program takes two semesters. The contents of academic education curriculum are not different from those of the integrated model of curriculum, comprising the components of character and Indonesian citizenship, general pedagogical knowledge, content-specific pedagogical knowledge, content knowledge, social service elements, research (undergraduate thesis), and final project/thesis examination. In three semesters (semesters 2, 4, and 6), field work program for giving students early exposures in school setting will be conducted. Profession education for subject teachers will be conducted in semesters 9 and 10. Subject specific pedagogy workshop will be given in semester 9, internship will be conducted in semester 10.



\*EEP : Early Exposure Program

Figure 2: Layered Model of Teacher Education

This model of curriculum is offered because profession education for teachers is open for S-1 graduates majoring on education and non-education. Consequently, this model of curriculum gives a consequence in the recruitment system of prospective profession education program. The recruitment system requires tight selection of candidates through entrance test. This model of curriculum also requires "matriculation program" for candidates graduated from

Budi Setyono

non-education majors before joining profession education program for two semesters.

## RECONSTRUCTING THE CURRICULUM OF ACADEMIC EDUCATION FOR TEACHERS

The procedures followed to reconstruct the curriculum of academic education for teachers (S-1 program) is based on the latest curriculum development guide for higher education published by the Directorate Teaching and Learning and the Students Affairs, 2012. This curriculum guide combines the principles of competency-based curriculum development and the principles of learning outcomes education approach inspired by Indonesian qualification network. The discussion in this part will focus on the reconstruction of academic education curriculum for teachers.

There are six stages to follow (see Figure 3) in developing the curriculum: (1) stipulating the graduate profiles, (2) stipulating graduate competencies/learning outcomes, (3) analyzing the contents of competency elements, (4) stipulating topics or instructional materials, (5) predicting and stipulating course load and course titles, and (6) organizing the curriculum structure.

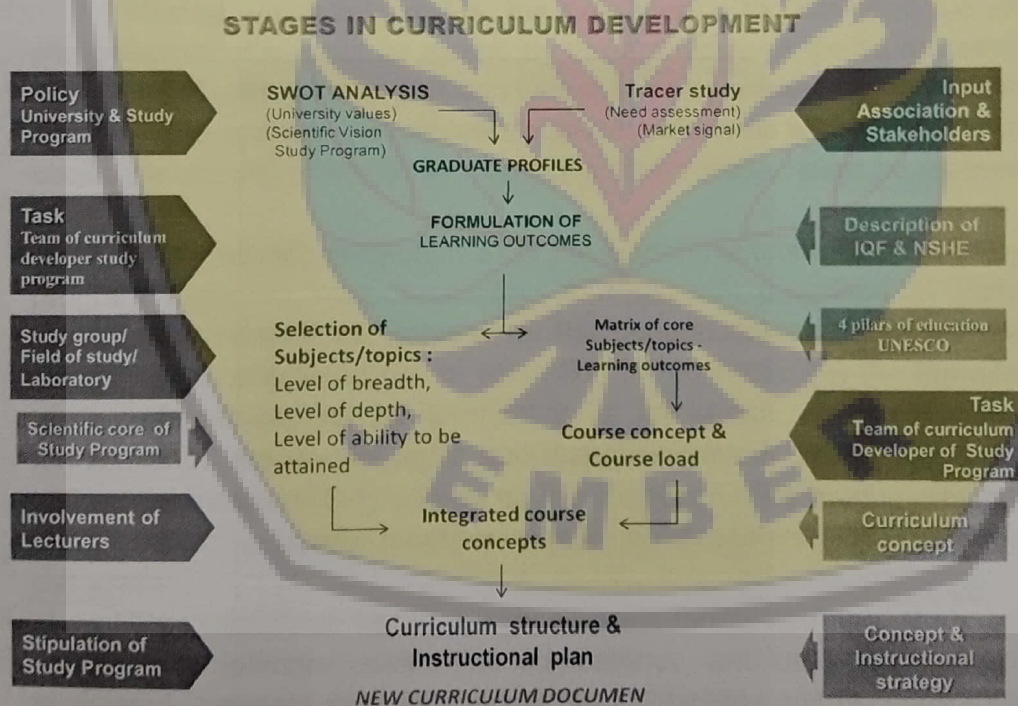


Figure 3: Stages in Curriculum Development

## **STIPULATING THE GRADUATE PROFILES**

Profiles mean the roles and functions expected to be played by the graduates of study program in the workplace/society. Profiles originate from the results of tracer study of the alumni, need assessment analysis from stakeholders, scientific vision, and SWOT analysis. Profiles, viewed as the outcome of education of study program, will provide the prospective students information about the roles played by the graduates having received instructional process. So, profiles may serve as the success indicators of the learning process of the study program (the academic accountability). This can be done by comparing the number of graduates who get jobs in line with the profiles stipulated in the curriculum of the study program.

In stipulating the graduate profiles, the curriculum developers can start by answering the following question: what kinds of professions can be filled by the graduates of my study program? For example, the graduates of English Study Program of the Faculty of Teacher Training and Education, Jember University may fill the professions such as, English teacher, translator and interpreter, entrepreneur in English education, journalist, English textbook writer, and researcher in English education, .

## **STIPULATING THE GRADUATE COMPETENCIES/LEARNING OUTCOMES**

Having stipulated profiles, the next step is to determine the kinds of competencies that must be owned by the graduates of the study program as the output of instructions. This can be achieved by answering the question: " In order to be a profile....., a graduate must be able to do what..... ?". In order to obtain the complete lists of competencies, this question must be repeated for each profile.

The graduate competencies or the learning outcomes achieved by study program minimally have to contain four aspects described in Indonesian Qualification Framework, namely: (a) the general description of attitudes and values as the characteristics of education in Indonesia, (b) the formulation of work performance, (c) the formulation of knowledge mastery, and (d) the formulation of managerial rights and responsibilities. In the hierarchy levels of IQF, undergraduate (S-1) degree equals to level 6. The graduate competency formulation of a study program should be formulated by study program association.

There are three kinds of competencies formulated by a study program, i.e. main competency, supporting competency, and other competency (The Minister of National Education Decree No.232/U/2002 and No.45/U/2002). The main competency becomes the general characteristics of graduates of the study program, whereas the supporting and other competencies added locally by each study program serve as the specific characteristics of its graduates at

Budi Setyono

the institutional level. The main competency formulated as the learning outcomes of a study program is developed from the general descriptions of IQF, while the supporting and other competencies as the other learning outcomes of a study program are developed in line with the vision and mission of the university and/or the study program.

## **ANALYZING THE CONTENTS OF COMPETENCY ELEMENTS**

After the three kinds of competencies: main, supporting and other competencies have been completed by a study program, the next step is analyzing each graduate competency with five elements of competencies stated in the Minister of National Education Decree No. 045/U/2002. The five elements of competencies consist of: (a) personality foundation; (b) mastery of knowledge, technology, arts and sports; (c) work ability; (d) work attitudes and behaviors; (e) ethics in social life. There is a possibility that a competency contains more than one element of competencies.

Whether or not the elements of competencies exist in each graduate competency, it can be checked by the possibility of applying the instructional strategy in achieving such competencies. If a competency is attained through hidden curriculum or is not taught as subjects, such a competency is claimed to have element of 'personality foundation'. If a competency is taught in the form of subjects, such a competency is claimed to have the element of 'knowledge mastery and skill'. If a competency must be attained by particular work practicum, such competency contains element of 'work ability'. If the instruction is in the form of professional work practicum oriented to behave in line with the profession ethics, such competency contains element of 'work attitudes and behaviors'. If a competency is achieved by involving students working in social work, such a competency contains element of 'ethic in social life'.

## **STIPULATING TOPICS OR INSTRUCTIONAL MATERIALS**

Having analyzed the elements of competency, the next step is determining topics for achieving the stipulated graduate competencies. Topics refer to the building of knowledge, technology or arts showing the scientific core of a study program. Topics may constitute knowledge/subject areas used to develop study program in the future as required by society or stakeholders (The Directorate General of Higher Education, 2012).

The choice of topics is also much influenced by the scientific vision and the development of study program. The depth, breadth, details of the topics, and the level of mastery have become the autonomy of the study program community. Some examples of core topics in the area of English education are general linguistics, English literature, language skills, educational sciences,

instructional strategy, evaluation system, educational research. Some other examples of core topics in psychology among them are: basic psychology, development psychology, psychodiagnostic and psychometry, and social analysis.

### **PREDICTING AND STIPULATING COURSE LOAD AND COURSE FORMATION**

The stipulation of the topics' depth, breadth, detail, and the levels of mastery minimally have to cover 'knowledge required to be mastered' from the description of the learning outcomes of the study program in conjunction with the level of knowledge required by IQF and have been agreed the study program association.

Briefly stated, the steps to determine the course titles are: stipulating profiles, elaborating the learning outcomes, selecting topics to be mastered, building course formation. The course formation can be conducted in two ways. First, the comprehensive courses are built by integrating several subjects. Second, partial courses are built from one subject only.

By analyzing the relationship between the formulation of graduate competency and the topics, courses can be determined together with the number of credit hours. Matrix on competency formulation and topics can be used as a tool to explain the clear connection between competency and the topics. In addition, the use of this matrix can trace the emergence of a course with its credit hours. Having analyzed all connections, the next step is selecting from each connection that can be presented/grouped as one course. This can be done by analyzing the closeness between topics, the consideration of the instructional strategy or approach in achieving the outcomes of learning. The next step, after stipulating courses based on the connections between graduate competence and topics, is to determine the depth and breadth of such courses based on the course load.

There are several variables to be analyzed in calculating course load: (1) the levels of ability planned to be achieved, (2) the depth and breadth of topics to be learned, (3) the instructional strategies to be applied in order to attain such competencies, and (4) the position in semesters a course offered or the learning activities done, (5) the comparison to the whole courses in one semester to indicate the course contribution in the attainment of graduate competencies.

Principally course load must be understood as the time needed by students to achieve particular competencies through instructional strategies and particular subjects. The course load has been formulated in the Decree of the Minister of National Education No. 232/U/2000 mentioning that: (1) one credit hour for classroom lecturing equals to one hour meeting in the classroom,

one hour individual work, and one hour structured assignments weekly; (2) one credit hour for instruction in the form of response or tutorial equals to two hours working in tutorial room or practicum or one hour for independent work weekly; (3) one credit hour for practicum and workshop equals to three hours doing assignments in the laboratory.

### ORGANIZING THE CURRICULUM STRUCTURE

After the number of course load for each course has been predicted, the next step is to distribute courses in semester sequence. The presentation of courses in semester sequence is known as curriculum structure. Theoretically, there are two approaches of curriculum structure, i.e. (1) serial approach and (2) parallel approach. Serial approach is an approach to organize courses based on the logic or scientific structure. In this approach, courses are organized based on the course difficulty levels, i.e. moving from the basic courses (based on the scientific logic) up to advanced courses that are placed at the end of semesters. These courses are connected to one another, and indicated by pre-requisite courses. Graduates from serial model of curriculum have weaknesses in terms of their integrated competencies. Besides, the existence of pre-requisite subjects frequently causes the cancellation of students' graduation.

The parallel model approach organises the courses in each semester/year in line with the objectives of the whole competency. The curriculum structure of the faculty of medicine adopts the parallel model approach known as block model. Block model emphasizes on the attainment of the competencies of every block. By grouping several courses having similar competencies, parallel curriculum structure can be carried out in semesters. So, each semester will direct the attainment of similar competencies and complete in that semester without pre-requisite for courses in the next semesters.

### CONCLUSION AND SUGGESTIONS

In response to the Law number 14, 2005, the Indonesian Qualification Framework, and the National Standard of Higher Education (draft), the reconstruction of curriculum of academic education for teachers is unavoidable. It is required that the prospective teachers in Indonesia take a one-year profession education for subject teachers and one-semester profession education for classroom teacher after their graduation from undergraduate program majoring in education and non-education.

There are some principles to follow in the development or reconstruction of the curriculum of academic education for teachers, such as the whole process of professional teacher education, the relationship between teaching

and learning, and a coherence principle among the curriculum contents. With regard to those principles, the model of teacher education curriculum, i.e. the integrated and layered model of teacher education curriculum are proposed to be considered. The integrated and layered model of teacher education curriculum help organize the curriculum contents for academic education and profession education for teachers in conjunction with the characteristics of the whole program of professional teacher education.

On the basis of Indonesian qualification framework and the curriculum guide published by the Directorate Teaching and Learning and Students Affairs, the reconstruction/development of academic education curriculum for teachers follows the following procedures, namely (1) stipulating the graduate profiles, (2) stipulating graduate competencies/learning outcomes, (3) analyzing the contents of competency elements, (4) stipulating topics or instructional materials, (5) predicting and stipulating course load and course titles, and (6) organizing the curriculum structure.

Since the curriculum of academic education for teachers is required to be reconstructed, it is recommended that the study programs of teacher education institutions, especially the members of communication forum of teacher training and education faculty make action plans to collaboratively reconstruct the curriculum of academic education by following the curriculum guide published by the Directorate Teaching and Learning and Students Affairs, 2012. An action plan urgently needed in the near future is the establishment of associations or the communication forums of study programs among the members of the communication forum of teacher training and education faculty. The existence of the study program association is crucial as the graduates' competencies or the minimal learning outcomes on the aspects of knowledge mastery and specific work performance are required to be formulated by the study program association (The National Standard of Higher Education (draft), Chapter III, Article 8, Point 2).



Budi Setyono

**BIBLIOGRAPHY**

Direktorat Pembelajaran dan Kemahasiswaan, Dirjen Dikti, Kemendikbud. 2012. Panduan Pengembangan dan Penyusunan Kurikulum Pendidikan Tinggi (KPT) Pendekatan Kurikulum Berbasis Kompetensi (KBK) dan Pendidikan Berbasis Capaian (PBC).

Direktorat Jenderal Pendidikan Tinggi, Kemendikbud. 2012. Panduan Pengembangan Kurikulum Lembaga Pendidikan Tenaga Kependidikan (LPTK).

Kartadinata, S. 2013. Grand Design of Teacher Education in Indonesia. Presented in International Conference on Teacher Education: Professional Education for Teachers in Asia-Pacific Region: The Insights into New Paradigm, Bandung 1-2 December 2013.

Keputusan Menteri Pendidikan Nasional No. 232/U/2000 tentang Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.

Keputusan Menteri Pendidikan Nasional No. 045/U/2002 tentang Kurikulum Inti Pendidikan Tinggi.

Mahsunah, D., Wahyuni, D., Antono, A., Ambarukmi, S. 2012. Kebijakan Pengembangan

Profesi Guru. Badan Pengembangan Sumber Daya Manusia Pendidikan dan

Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan 2012.

Peraturan Pemerintah Republik Indonesia No.32 tahun 2013 tentang Perubahan atas Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No:73 tahun 2013 tentang Penerapan Kerangka Kualifikasi Nasional Indonesia Bidang Pendidikan Tinggi

Peraturan Presiden Republik Indonesia No.8 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia.

Peraturan Pemerintah Republik Indonesia No. 66 Tahun 2010 tentang Perubahan atas

Peraturan Pemerintah No. 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan.

Standar Nasional Pendidikan Tinggi (Draft 11 Juli 2013).

Universitas Pendidikan Indonesia. (2010). Re-desain Pendidikan Profesional Guru. Ketetapan Senat Akademik Universitas Pendidikan Indonesia Nomor:005/Senat Skd./UPI-SK/X/2010. Bandung: UPI Press.

Undang-undang No.14 tahun 2005 tentang Guru dan Dosen.

Undang-undang Republik Indonesia No. 12 tahun 2012 tentang Pendidikan Tinggi.

