

# The Rights of Students According to National Education Standards at SMK N 1 Dukuhturi Tegal

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**Abstract.** Education units have their own way of realizing good quality education. The strategies implemented by educational units are very diverse. This strategy is very dependent on the resources owned by each educational unit. One of them is by applying national education standards optimally. The national education standard regulates the elements of students. Indirectly, this national education standard is a form of effort to ensure the fulfillment of the rights of students. If the eight national education standards are applied optimally, directly or indirectly, the rights of students can be well fulfilled. However, what will be discussed in this study is the fulfillment of the rights of students in vocational schools when viewed from national education standards. This study uses a descriptive method with a qualitative approach. Thus, research results will be obtained in the form of descriptions of school strategies in the context of fulfilling the rights of vocational school students by optimizing the application of national education standards.

**Keywords:** National Education Standards, Strategy, Student Rights, Vocational Schools

## 1. Introduction

Education is one way to educate the nation's life. Good education will create a better nation's life. All kinds of ways are taken to create a good education. An important element in education is the existence of educators/educational staff, students, and facilities and infrastructure. These three elements are contained in a container called the National Education Standards (SNP). National Education Standards in Indonesia are contained in Government Regulation Number 57 of 2021 concerning National Education Standards, as well as Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2022.

Of the three elements, which will be highlighted in this study is the element of students. Each student has the rights and obligations of each. Success in educational units can be measured by fulfilling the rights of students. When students have carried out their obligations well, students deserve their rights. The rights of students in schools include the right to security, comfort, to voice opinions, and the right to proper learning for students. Students as part of society must fulfill their rights and welfare because they are the next generation of the nation's ideals[1].

According to research conducted by[2] states that education based on children's rights by involving the participation of parents will give positive results to the achievement of learning targets. The rights of students are also regulated in the Convention on the Rights of the Child organized by the United Nations in 1989 [3]. Students when at school ideally will feel safe and comfortable so that parents will also feel calm. Students and parents do not feel worried about

their children being at risk when they are at school. Whether it's an accident, physical injury, or psychological violence and bullying.

Right is a power to do something that should be accepted or done. Rights are also a gift from God that cannot be transferred, even if they are transferred, there must be a power of attorney for the delegation of rights. So the right is an absolute for each individual. Meanwhile, students are members of the community who are not yet mature who have nature (potential), both physically and psychologically, who need the effort, assistance and guidance of others who are more mature, to develop themselves through the educational process at certain levels and types of education[4].

Participants carry out teaching and learning activities accompanied by professional and competent teachers in their fields so that learning objectives will be achieved properly and students feel happy. Students are in an adequate classroom, not too narrow and not too wide. Classrooms are illuminated with adequate lighting and good air circulation. Good electrical installation, as well as an evacuation route in the event of a disaster.

In the context of vocational schools, schools must also provide adequate equipment and practical equipment. Practice equipment that complies with industry standards. Starting from the practice laboratory space and workshops that are in accordance with standards, standardized practice tools.

In reality on the ground, there are still many discrepancies. There are students who are taught by teachers who are not in accordance with their competencies[5]. The students use improvised practice tools. The study room does not meet standards, is too narrow, and lacks lighting. This happens because the classroom is forced. There is a practice room which is divided into two classes. Not to mention there are several cases of bullying that occur between students or even by teachers to students. Conditions like this if left unchecked will lead to students being harmed because their rights are not being fulfilled properly. Therefore, if the rights of students are not fulfilled, it will result in a decrease in the quality of children's education [6]

Seeing conditions in the field, it can be assumed that schools as educational units are still vulnerable to the rights of students who do not maximally fulfilled during the learning process. The fulfillment of the rights of students in vocational schools is not fully guaranteed. Even though there is a government regulation by setting National Education Standards, one of which is to ensure the fulfillment of the rights of students in accordance with those stipulated by the government. This research will discuss the rights of students in vocational schools in terms of the National Education Standards (SNP).

There have been many studies on the rights of students, one of which is research conducted by [7] which states that the rights of students are a shared responsibility between parents and the school, even though the child is in conflict with the law, the rights must be protected and fulfilled. -his rights. Then a similar research was also conducted by [7]entitled Implementation of Child Friendly School Programs in High Schools. This research specifically focuses on the fulfillment of children's rights based on government programs, namely in child-friendly schools. None of the two studies have highlighted the fulfillment of the rights of students in vocational schools. So moving from here can be used as an opportunity to conduct research on the fulfillment of the rights of students in vocational schools. In this study, research subjects will be taken at the Tegal Regency State Vocational School in the 2021/2022 academic year.

## **2. Method**

This research uses a descriptive method because it will describe and reveal facts about a phenomenon that occurs in the field in the form of fulfilling the rights of students at public vocational schools in Tegal Regency. The approach used is a qualitative approach. The data to be taken for analysis is not data in the form of numbers but in the form of words and human behavior so that it cannot be analyzed by statistical methods. The research subjects to be studied were taken from students, educators, school principals, vice principals, extracurricular coaches, and parents and guardians along with the school committee. Determination of research subjects using purposive sampling and snowball sampling.

The data collection technique used interview and observation techniques. The results of interviews and observations will be combined and compared so that they can be analyzed and then draw the right conclusions.

## **3. Discussion**

Educational standards have been set by the government and are contained in Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (SNP). The 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 purpose of this National Education Standard is to guarantee the quality of national education in the context of educating the entire nation's life as well as forming a dignified national character and civilization in accordance with Pancasila and the 1945 Constitution. These standards will later be used as a basis for planning, implementing, and supervising education in line with The goal is to create quality Indonesian education. The function of the national education standard is as a basis for planning, implementing, and supervising education in the context of improving the quality of education.

The application of the National Education Standards is set in order to realize good quality education and fulfill the rights of students in accordance with the standards set by the government.

### **3.1 Graduate Competency Standards**

Standards Graduate competency standards at the Level Education Unit Vocational secondary education is focused on skills to improve the competence of students so that they can live independently and participate in further education according to their profession. In the standard aspect of graduate competence, every student has the right to obtain competence according to his field. These competencies are expected to be used by students as a provision to be independent, able to develop competencies and be entrepreneurship. And also the competencies possessed by students as capital if they will follow further education. Competence of students includes aspects of knowledge, skills, and attitudes.

Competency standards for SMK/MAK graduates are developed from national education goals and graduate profiles in the formulation of competency areas. SMK/MAK is part of the national education system which has the aim of vocational education, namely to produce skilled workers who have the ability in accordance with the demands of the business/industry world, and are able to develop their potential in adopting and adapting to the development of science, technology, and the arts. Every student has the right to obtain skills that are in

accordance with the needs of the world of work and are able to develop their potential according to the demands of the times.

Competency areas for SMK/MAK graduates are based on national education goals by considering: (1) Indonesian character and culture who have faith and devotion to God Almighty and the values of Pancasila; (2) 21st (twenty-first) century learning and skills, such as critical thinking and being able to solve problems, be creative, be able to work together, and communicate; (3) increasing the competence of graduates through language literacy, mathematics, science, technology, social, culture, and other basic skills needed in facing future challenges; (4) preparation of human resources to have the knowledge, skills, and attitudes as middle-level skilled workers; and (5) the provisions of the Indonesian national qualification framework (KKNI) and applicable national and international work standards.

### **3.2 Content Standards**

Standards Content standards are criteria that cover the scope of the material and the level of competence used to achieve graduate competency standards that have been determined at certain levels of education. The graduate competency standards formulated include attitudes, knowledge, and skills. Students have the right to receive material according to their level. That is, every material that will be received by students along with their level of competence has been formulated into the standard content of each subject. The material and level of competence will later affect the attitudes, knowledge, and skills of the students.

The formulation of 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. One of the ways to improve the quality of education in Indonesia is by updating content standards[8]. Content standards serve as a reference for teachers when providing material in learning activities. Thus, the material given to students is always oriented to graduate competency standards. As part of the National Education Standards (SNP), the benefits of content standards are that it makes it easier for curriculum developers to formulate an appropriate curriculum at each level of education.

### **3.3 Process Standards**

Standards Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competence. The process standard contains the minimum criteria for the learning process (learning process planning, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process) in primary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. This process standard applies to primary and secondary education levels in the formal pathway, both in the package system and in the semester credit system.

The implementation of learning includes preliminary activities, core activities and closing activities, in this case the highlight is the implementation of core activities. The implementation of core activities is a learning process to achieve KD which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents, interests and physical and psychological development of participants. educate.

In the standard aspect of this process, students are entitled to participate in all learning activities that have been determined by the educators. From the process of planning, implementation to assessment and evaluation of learning. Learners have the right to be

involved in lesson plans made by educators. It is hoped that this will open up a discussion space about the learning methods desired by students so that fun learning can be achieved. If there are students who do not follow the learning process, they are also entitled to follow-up.

### **3.4 Assessment Standards**

Systematic process to collect data or information about an attribute, person or other object, both qualitatively and quantitatively [9] Assessment of student learning outcomes is carried out based on nationally applicable educational assessment standards. Educational assessment standards are national education standards relating to mechanisms, procedures, and instruments for assessing student learning outcomes.

From this understanding, it shows that the assessment of learning outcomes is basically not just evaluating students, but also all components of the learning process, such as teachers, methods, and learning media. So, the purpose of the assessment is to provide comprehensive input of information about student learning outcomes, both when viewed when learning activities take place and in terms of the final results, using various methods of assessment in accordance with the competencies that are expected to be achieved by students.

Students have the right to take part in assessments both organized by the government and educational units. Students who do not take the educational assessment may submit a follow-up assessment of learning outcomes. And if there is a case that a student gets an unsatisfactory predicate, the student has the right to apply for improvement. In this aspect, students are entitled to get satisfactory assessment results and in accordance with the norms set by the education unit.

In certain cases, students can file an appeal or rebuttal if the predicate/value obtained at the time of the final assessment is not in accordance with what it should be. This of course must be supported by strong evidence. After taking daily tests and other tests, students are entitled to get proof of correction from the educator. This evidence is collected properly, later it can be used as evidence if the scores that appear in the learning outcomes report do not match the values in the student history. In the case of students who are declared not to go to class / stay in class, they are also entitled to file an appeal or rebuttal to the education unit.

### **3.5 Standards of Educators and Education Personnel**

Educators must have academic qualifications and competence as learning agents, be physically and mentally healthy, and have the ability to realize national education goals. The academic qualification referred to above is the minimum level of education that must be met by an educator as evidenced by a diploma and/or certificate of relevant expertise in accordance with the provisions of the applicable legislation. Competence as a learning agent at primary and secondary education and early childhood education.

Students have the right to be mentored by professional and competent educators in their fields. Educational units must be able to facilitate students with educators who have four teacher competencies, namely pedagogic competence, professional competence, social competence, and personality competence.

Pedagogic competence is basically the teacher's ability to manage student learning. Pedagogic competence is one type of competence that must be mastered by teachers. Pedagogic competence is a distinctive competence, which will distinguish teachers from other professions. Mastery of Pedagogic Competence accompanied by professionals will determine the level of success of the process and learning outcomes of students. Teachers who do not have adequate pedagogic competence will have a fatal impact on students. The impact that can

be felt the most is that knowledge and materials will not be conveyed properly. Learning objectives will not be fully achieved.

Pedagogic competence is obtained through continuous and systematic learning efforts, both in the pre-service period (teacher candidate education) and while in office, which is supported by the talents, interests and other teacher potential of each individual concerned. With the pedagogic competence possessed by an educator, it is expected to be able to create a pleasant learning situation for students. Students will feel comfortable when receiving the subject matter, free from feeling pressured by the burden of the material. Educators are able to apply learning with the right method so that learning is not boring and students do not feel bored. Because if learning is boring and boring, it will result in students being depressed and the worst thing that happens is that students skipping lessons do not take part in learning. Seven aspects of pedagogic competence that must be mastered by teachers are recognizing the characteristics of students, mastering learning theory and learning principles, being able to develop curriculum, creating educational learning activities, developing student potential, communicating with students, assessing and evaluating learning.

Professional Teacher Competence is one of the important elements that must exist after students. If a teacher does not have a professional attitude, it will be difficult for students to grow and develop properly. Professional Competence is mastery of learning material broadly and deeply, which includes mastery of curriculum material for school subjects and the scientific substance that overshadows the material, as well as mastery of the structure and scientific methodology.

With the professional competence of teachers, students will get scientific development and their potential. There are many cases where students are taught by teachers who are not in accordance with their competencies, thereby reducing the rights of students. For example, the subject of Citizenship Education is taught by a history teacher, Indonesian language subjects are taught by an English teacher and so on.

### **3.6 Standards of Facilities and Infrastructure**

Implementation of national education must ensure equity and improve the quality of education in the midst of global changes so that Indonesian citizens become human beings who fear God Almighty, have noble character, are intelligent, productive, and highly competitive in national and international relations. To ensure the realization of this, it is necessary to have adequate facilities and infrastructure. Adequate facilities and infrastructure must meet the minimum requirements set out in the standard of facilities and infrastructure.

Practical infrastructure is a physical facility that must be available as a place for practical teaching and learning interactions to occur in schools, such as theory rooms, library rooms, skills practice rooms, laboratory rooms. With adequate practical infrastructure, students are expected to obtain optimal learning achievement.

Students have the right to obtain and use school facilities and infrastructure that are in accordance with standards. Vocational schools aim to produce skilled graduates. If the facilities and infrastructure are not up to standard, it will have an impact on the competence and skills of students which are far from standard. Vocational school graduates must comply with the demands of the business world and the industrial world. Practical equipment used by students must comply with industry standards and eligibility standards set by the government. If vocational schools have cooperation with the industrial world abroad, they must also apply international standard practice equipment, not local standards. The standard of equipment used will greatly affect the quality of work of vocational school graduates.

The classrooms used are standard sized for high school age students. This relates to the right of students to get comfortable. Narrow classrooms will disrupt the learning atmosphere of students. So it is also necessary to regulate the number of students in one classroom. The maximum number of students in one class is thirty-six students. A good layout and the selection of building paint colors also affect the mood of the students. The ratio of the number of toilets to the number of students must also be considered, especially if the school is dominated by female students.

From the security aspect, every classroom and laboratory/workshop must also have security equipment such as light fire extinguishers, electrical installations that comply with PLN standards in order to avoid the risk of fire and electric shock. There are evacuation routes and gathering points in anticipation of a natural disaster. For schools that are predominantly inhabited by female students, students also have the right to be mentored by female sports teachers. As well as female security officers / security guards. This is to prevent sexual harassment of female students.

### **3.7 Education Management Standards**

Management Standards are criteria regarding the planning, implementation, and supervision of educational activities at the level of the education unit, district/city, province, or national level in order to achieve efficiency and effectiveness of education administration. Management Standards are national education standards relating to planning, implementation, and supervision of educational activities at the level of education units, districts/cities, provinces, or nationally in order to achieve efficiency and effectiveness in the administration of education.

The management of education units at the primary and secondary education levels applies school-based management which is indicated by independence, partnership, participation, openness, and accountability. School management is based on program planning, implementation of work plans, monitoring and evaluation, school leadership, and management information systems. The school develops program planning starting from setting the vision, mission, goals, and work plans.

In management standards, students have the right to be involved in it. The active participation of students in planning school programs needs to be prioritized. In meetings to determine school policy, the role of students is always involved. This is in accordance with the principles of transparency and democracy. Students have the right to voice their opinions for the progress of the educational unit. Students' voting rights may be directly or through a legitimate organization, namely the Intra-School Student Organization (OSIS). OSIS is a forum for students to contribute thoughts and ideas for the development of educational units in the future. Forming a child-friendly school team as a forum to ensure a safe and comfortable school situation for students. In managing students, they always prioritize the principles of democracy and deliberation for consensus.

To develop potential talents and interests, students must take part in one of the mandatory extracurricular activities, namely Scouting. And follow at least one extracurricular option to develop their talents and interests. In the event that the school does not have an extracurricular branch that students are interested in, the school will facilitate in the form of bringing in guest teachers or forming a forum or community that aims to pioneer extracurricular activities which can further develop the talents and interests of students.

### **3.8 Financing Standards**

The education financing system is the process by which revenues and available resources are used to formulate and operate schools. The education financing system varies greatly depending on the conditions of each country such as geographical conditions, education level, educational political conditions, education law, education economics, government financing programs and school administration. Meanwhile, there are several factors that need to be considered in order to determine whether the system is compatible with state conditions. Any decisions on school financing will affect how resources are acquired and allocated. Therefore, it is necessary to see who will be educated and how much educational services can be provided, how they will be educated, who will pay the tuition fees. Likewise, what kind of government system is most suitable to support the education financing system.

In this case, the funding for education units comes from funds from the central government, regional governments, and non-governmental organizations. Funds sourced from the central and regional governments are calculated based on the number of students. So logically every student has the right to get financial assistance from the central and regional governments without exception. In the standard of financing that is managed independently by the school, students who are less fortunate must be facilitated and are entitled to a fee waiver. The financing system with the cross subsidy method is a manifestation of the actualization of the principle of fairness for students who can and cannot afford it so that there are no gaps.

#### **4. Conclusion**

From the description of the discussion above, it can be concluded that the optimally applied national education standards can be used as a strategy in fulfilling the rights of students in vocational schools. In the national education standard, there are eight aspects of educational standards set by the government in order to realize good quality education. Good quality education is education that can fulfill the rights of students so that they are able to graduate vocational school graduates in accordance with the needs of the business world and the industrial world.

#### **Acknowledgments**

Thank SMK Negeri 1 Dukuhuri, Tegal Regency, which has given us the opportunity to conduct research. Pancasakti University Tegal which has facilitated us to publish this article. Lecturers and fellow students of the Postgraduate Pedagogical Masters of Pancasakti University, Tegal who have supported us in the preparation of this article. Thank you all ladies and gentlemen.

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