

HISTORICAL STUDY: MANAGEMENT AND POLICY ON THE UNP LABORATORY SCHOOL (TPA, TK, SD, SMP, SMA) 1970-2018

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ABSTRACT

The direction of developing aspects of education that are UNP's responsibility, it is felt that the importance of elementary, junior and senior high school located in UNP campus and using UNP's physical facilities is used as a means that can be directly accessed and controlled by UNP to the greatest possible loss of tasks tridharma UNP is in line with the construction of the schools themselves as a leading institution in education coveted by society, nation and state. This can be realized through the development or re-institutionalization of these schools into Laboratory Schools that are integral to UNP.

Organizing learning processes that employ high-touch pillars between learners and educators and high tech in materials, methodology, tools and environment, and assessment. The two pillars of learning are to develop the students' learning force (power of taqwa, creativity, taste, power, and work) optimally in order to actualize the five dimensions of humanity (the dimensions of kefitrahan, keindividualan, kesosialan, kekusilaan, dan agama). In organizing its tridharma, Universitas Negeri Padang (UNP) requires various supporting units. One of the supporting units is a Laboratory School which is a very important element in the development of the quality of education, both in theory and practice.

Keywords: Management, Policy, Education, and UNP Laboratory Schools.

1. INTRODUCTION

Mestika Zed, et al (2017: 1-2) writes in the Higher Research Report of Higher Education of UNP, entitled "Study of History of State University of Padang (1954-2017)" in early 1950's, Prof. Mr. Muhammad Yamin, Minister of Education, Teaching and Culture (PP and K), was the first person to initiate the establishment of Teacher Education College (PTPG) in several centers of cultural vortex in Indonesia. This idea is part of the effort to realize the national commitment to educate the nation as stated in the preamble of the 1945 Constitution. Its main purpose is to provide, meet and improve the quality of teachers through PTPG for various levels and types of secondary schools in Indonesia. The first PTPG in Indonesia de facto established by Prof. Mr. Muhammad Yamin who was then minister of PP and K was PTPG Batusangkar (16 August 1954). Although de jure PTPG Malang was first established (August 4, 1954), while PTPG Batusangkar two weeks later (dated 16 August 1954). The PTPG in West Sumatra was de facto opened (opening) and operated first on

September 1, 1954. Thus factually PTPG Batusangkar should be recorded as the oldest Teacher Training College in Indonesia.

Mestika Zed, et al (2017) describes the history of UNP which is marked by important periods in the history of UNP as an academic institution, namely PTPG Era (1954-1956), Era FKIP Universitas Andala (1956-1963), Era FKIP IKIP Jakarta (1964-1965), Era IKIP Padang as a stand-alone institution (1965-1999), and Era UNP (1999-2018). At the time of IKIP Padang as a stand-alone institution (1965-1999) got the mandate to implement the Pioneer School Development Project (PPSP) from the Ministry of Education and Culture (Department P and K). The PPSP was conducted at eight IKIPs in Indonesia, six in Java, one in Sumatra (IKIP Padang), and one in Makassar (IKIP Ujung Pandang).

Research on the UNP Laboratory School since 1970-present is very important to do, because based on the results of that research we will get the historical data useful as lessons by the parties concerned with UNP. Motto UNP says "Nature Takambang So Guru", Western scientist, Sr. Francois Bacon (1561-1626), once said, "history makes people wise" history makes people wiser, while the Minangkabau saying goes, "mangaji from over, babilang of aso. Mancaliak example ka nan already, mancaliak tuah ka nan manang. Satitiak make lauik sakapa make gunuang, nature takambang be a teacher ". This wise expression is often used to remind us that the history of life is very useful for humans in preparing, planning, and achieving a better human life in the future. Moreover, the history of management and policy of a comprehensive school (the complete school: SD, SMP, and SMA) is currently under the administration system of the nation's best education university¹, namely UNP.

2. REVIEW OF LIBRARY

a. Theory of History

Mestika Zed (2010: 119-122) explains that most historians difference on the theory and its use in historical studies. Some consider it an indispensable framework in the study of history. Some consider it an indispensable framework, for example, as a tool to help explain the symptoms to be investigated. Others, for a long time, are still very suspicious and opposed to theories in historical studies. But more are using the model, while the concepts of almost all historians consider it important. For this latter group "historians do not necessarily apply theory to history, rather than using history to develop theories (Stinchombe, 1978: 1 in Mestika Zed, 2010: 119).

Differences in attitudes to these various theoretical-methodological issues are the cause of conflict and misunderstandings, whether between historians of different schools, or between historians and other disciplines of other sciences. The long debates about this have been going on since the nineteenth century, as reflected in the discourse of methodessteit. In the 20th century, especially since the mid-1980s, historical thought theories developed in three main approaches, namely (a). Reconstructionism, (b). Constructionism, and (c). Deconstructionism (Munslow, 1997: 18ff, in Mestika Zed, 2010: 119). Each reflects the characteristic "mode of thinking" itself, both the epistemological paradigm, the methodology, and the form of historical knowledge it produce

a. Reconstructionist Model.

¹ The first Dean of PTPG Malang is the figure of West Sumatra, Prof. Soetan Adam Bachtiar (Pariaman 1903-1959), the father of prof. Harsja Bachtiar (1934-1995), professor of Sociology-History of University of Indonesia (Source: Document of Soetan Adam Bachtiar family collection, Jakarta)

There are many terms for this type, sometimes called "contextual history", "narrative history", "event history" (Brundel's term), and most commonly "conventional history". The task of historians is to conduct historical reconstruction objectively, "as is" (the term Ranke).

b. Constructionism.

That the reality of history can only be understood when its structure is recognized. The task of historians as well as with scientists in general, is to discover the structure of events and their meaning. In other words, the task of the historian is not to reconstruct the past, but to structuring, reflecting historical reality and explaining causal relationships as social theorists do.

c. Deconstructionism

The history of deconstructionism, sometimes also called New Historicism, or postmodernist history. Deconstructedists followed a new understanding of history. In accordance with its nature, it negates (overhaul, reject, or undo) the known historical understanding all along. The task of historians is to process historical data in text form and the results are also in text form. Text is history and history is text.

b. Basic, Intermediate, and Higher Education.

Higher education is famous for Tri Dharma Perguruan Tinggi that is education, teaching, and community service², regardless of the form of the college. President set PP RI No. 13 of 2015 on the merger of KEMENRISTEK with DIRJEN-DIKTI previously under KEMENDIKNAS and KEMENRISTEKDIKTI. Determination of functions and forms of higher education has been established by Law no. 12 Year 2012 on Higher Education. The fungsi of the college is (a). As a forum for student and community learning, (b). As a forum for the education of the future leaders of the nation, (c), as the center of scientific and technological development, (d), as the center of the study of virtue and the moral power to seek and discover the truth; and (e). as the center of civilization development of the nation. The existing forms of universities in Indonesia today are (a) universities, (b) institutions, (c) high schools, (d) technicians, (e) academics, and (f) community colleges.³

The birth of PP RI and Law as mentioned above, can not be separated from the policy of RI government in the field of higher education in order to improve the education outcome of Indonesia. The reasons for the government to issue the law and the PP, perhaps because of the influence of globalization on education, educational industrialization, university autonomy which is "considered" as privatization process, privatization of state education institution, information technology development, world economic development which is strongly influenced by the current capital and industrialization, and global issues.⁴

Higher education in Indonesia, judging from the period after the proclamation of independence (August 17, 1945) is still very young, but if seen today the number is very much that is 4,388. This amount according to Prof. Intan Ahmad,

² Diana Nomida Musnir and Umasih, *Indonesia in the Flow of History: New Order and Reformation* (Jakarta: PT Ihtiar Baru van Hoeve in cooperation with the Ministry of Education and Culture of the Republic of Indonesia, 2012), p. 344.

³ RI Law no. 12 of 2012 Articles 58 and 59.

⁴ RI Law no. 12 Year 2012 PasFarid Afansa Moeloek, Dkk. 2010. "XXI Education Paradigm Team, National Education Standards Board" in BSNP (version 1.0, 2010), Jakarta: BSNP Ministry of National Education Republic of Indonesia. Global issues such as human rights, democracy, education decentralization, environmental preservation, human civilization improvement, and human welfare 58 and 59.

Ph.D (Director General of Belmawa Kemenristek Dikti) more than any college in Europe⁵. Grouping of universities according to Law no. 12 Year 2012 on Higher Education ie Universities, Institutes, Colleges, Polytechnic, Academy, and Community Academy.

c. Educational Institution of Education Personnel.

Law Number 12 Year 2012 on Higher Education, establishes the functions and roles, as well as the form of higher education that is (1). As a place for student and community learning, (2). As a place of education of the future leaders of the nation, (3). As the center of science and technology development, (4). As the center of the study of virtue and the moral power to seek and discover the truth; and (5). As the center of civilization development of the nation. The existing universities in Indonesia are (1) universities, (2) institutes, (3) high school, (4). politeknik, (5) academy, and (6) community colleges.⁶

Ganfri (2017) explained that in April 2013, there were 413 LPTKs throughout Indonesia. LPTKs are 12 LPTK Eks.IKIP Negeri, 24 LPTK Eks.FKIP Negeri, 1 FKIP Open University, and 377 Private LPTK. KONASPI VIII in 2016 mentions 13 LPTKs that are big and influential namely UNP in Padang, UPI in Bandung, UM in Malang, UNIMA Tondano in Mando, UNJ in Jakarta, UNY in Yogyakarta, UNESA in Surabaya, UNNES in Semarang, UNG in Gorontalo, UNIMED in Medan, Univ. Education Ganesha in Bandung, and so on.⁷

3. RESEARCH METHODS

This type of research is a qualitative research using historical research methods. The method of historical research has four stages. The first stage is the heuristic (collecting data), the second stage of source criticism (criticizing, sorting, and classifying the data that has been collected), the third stage of data interpretation (translate, review, and analyze research data), and stage historiography⁸ (the compilation of historical facts systematically, whole, and communicative) in the form of a dissertation.

All information materials that can be used as evidence (evident) or historical testimonials can be called historical data sources or sources of research data. Data collection techniques in this study are as found Mestika Zed is by using strategies and literature research steps⁹ (chart 2), while researchers as a tool (instrument) data collector.¹⁰ The reason of this research is using data collecting technique with the strategy and the steps of library research is, first the research problem can only be answered through literature research and vice versa it is not possible to expect data from field research¹¹. Second, documentary research tracking will be combined with

⁵ Kabar Kampus, Universitas Parahyangan, Bandung, Januar 19, 2016).

⁶ UU no. 12 Year 2012 on Higher Education is Article 58 and 59.

⁷ Proceedings of the Convention on Education VIII Year 2016 held by UNJ

⁸ Mestika Zed, History Research Methodology (Padang: Department History FIS UNP, 1999), p. 36-37.

⁹ Mestika Zed. 2004. Biblical Research Methodology. Jakarta: Yayasan Obor Indonesia, p. 81.

¹⁰ Lexy J. Moleong. 2006. Qualitative Research Methodology. Bandung: Teens Rosdakarya, p. 56.

¹¹ Mestika Zed, Literature Research Methodology., Op.cit., P. 2.

interviews, in which case the "triangulation" method is applied to confirm different data between documentary data and interviews.¹²

4. RESEARCH RESULT

History of the establishment of UNP Laboratory School (1970-2018):

- a. SMA Laboratorium IKIP Padang (1970-1972), its administrative management system is under IKIP Padang.

The research team of the development of a quarter-century IKIP Padang (1979: 45), Buchari Nurdin, et al, wrote in his research report that in 1970, IKIP Padang grew well, this year established SMA Laboratorium IKIP Padang as a trial school for student practice places as well teaching staff of IKIP Padang. First High School principal of IKIP Padang Laboratory is Drs. Aminuddin Sani, Head of PPSP Project of Padang IKIP appointed by Department of P and K (center), also lecturer of FKIE IKIP Padang. This school only had time to receive students for two consecutive years, because eventually this school is loaned to Pembangunan School (STM Labor and SMA Labor IKIP Padang) which has been approved by the Minister of Education and Culture by Decree No. 0183/1970 dated October 2, 1970. The SMA of IKIP Padang Laboratory was built by Prof. Ir. Dr. Isyirin Noerdin (Rector of IKIP Padang, 1965-1973), formerly a lecturer at the Bandung Institute of Technology (ITB), was once a Vice Rector III of ITB, then after PRRI, the spirit of "sprite membangun kampung" from the Minangkabau migrants caused them to return to their village own page.

- b. School of PPSP IKIP Padang (1972-1985), its administrative management system is under the Ministry of Education and Culture through PPSP Leadership in cooperation with IKIP Padang.

The IKIP Padang (1979: 48) research team developed in its research report that in 1972 the progress of IKIP Padang was marked by the Ministry of Education and Culture (Department of P and K) submitted to IKIP Padang to implement the Pioneer School Development Project (PPSP) one of the eight PPSP in Indonesia, the other six in Java, one in Sulawesi, and one in Sumatra at IKIP Padang. Thus, SMA IKIP Padang Laboratory was lent to implement PPSP in order to conduct experiments and research in an effort to improve the quality of education in Indonesia. Almasri (2016) explains in his thesis entitled "Pioneering Schools in the Development Era: History of PPSP-IKIP Padang 1972-1987":

The history of the founding Schools incorporated in the Pioneer School Development Project (PPSP) are closely related to the change and development of education (innovation) curriculum in Indonesia, especially the application of innovation (renewal) of education. The Minister of Education and Culture established the planning committee and coordination of the pilot of a comprehensive education project through Kepmendikbud. 08/197 / dated January 17, 1971. The organizing committee then carried out a development school workshop in Jakarta on March 31, 1971 through Kepmendikbud. 086a / 1971. The government also conducts a comprehensive review of overseas schools and various workshops on development schools. Finally through the

¹² Mestika Zed, dkk. 2017. *Laporan Akhir Penelitian Unggulan Perguruan Tinggi: Studi Tentang Sejarah Universitas Negeri Padang (1954-2017)*. Padang: Jurusan Sejarah FIS UNP, belum terbit, hlm, 28-29

letter of Decree of the Minister of Education and Culture 0172/1971 the government established the establishment of a development school.

Initially, the project was intended to carry out a trial of the form of the Comprehensive School System, which was named "School of Development". There are eight IKIPs assigned to organize the PPSP, namely:

- a. IKIP Padang
- b. IKIP Jakarta
- c. IKIP Bandung
- d. IKIP Semarang
- e. IKIP Yogyakarta
- f. IKIP Surabaya
- g. IKIP Malang
- h. IKIP Ujung Pandang

Special PPSP IKIP Padang began standing in 1971 with the name of Laboratory School of Laboratory School (IKIP Padang) which consists of kindergarten, elementary, and junior high school stipulated by letter of the Minister of Education and Culture Decree No. RI. 0195/1971. In general, the framework of this schooling system is outlined in the Decree of the Minister of Education and Culture no. 0172 Year 1971. In the decree there are several main ideas about the nature of school development, especially those relating to the relevance of schools to the needs of society, namely:

- 1) There is an integration between school and community and development.
- 2) School produces educated personnel so it can be a productive workforce.
- 3) School produces an educated human with the understanding of ecological awareness, whether social, physical, or biological.
- 4) Schools provide fun, stimulating education according to the demands of the times for character education, knowledge, intelligence, skills, abilities, communication, and ecological awareness.
- 5) Schools create physical, emotional, intellectual, cultural, and spiritual balance, as well as overall community development.
- 6) Schools contribute to national resilience and participate in community development.

- c. Pembangunan School (1986-2008), its administrative system is under the Foundation of Education and Welfare Kopri IKIP Padang (YPKK IKIP Padang)

The term "Pembangunan School" emerged after the liquidation process towards PPSP IKIP Padang School that is on elementary, junior high and high school. This liquidation was carried out by the central government (Ministry of P and K) through PPSP project manager IKIP Padang, then SD, SMP, and SMA Laboratory of IKIP Padang was moved the school location out of campus location IKIP Padang (now UNP) that is SD Negeri Percobaan, SMP Negeri 26, and SMA Negeri 8. Raison d'etere (main reason) why the establishment of the development school is: In the meantime, the community around the campus IKIP Padang mengiginkan that in the former PPSP location there are schools (SD, MP, SMA) that can accommodate children their children. To meet that desire, established a new elementary, junior high school, high school with a private status ex location. PPSP

IKIP Padang in UNP campus today. This elementary, junior and senior high school is an ordinary education status named Pembangunan SD, Pembangunan SMP, and Pembangunan SMA. Maintained by a foundation, although some foundation personnel were Padang IKIP personnel at the time (UNP now), but organizationally has nothing to do with UNP.

On 6 May 2009 a historic day for UNP Pembangunan School (SD, SMP, and SMA Pembangunan). On that day officially handed over from the Foundation of Education and Welfare Korpri UNP (YPKK UNP) to the Rector UNP. YPKK UNP is represented by Drs.H.Nazir, founder of UNP Development School, while from the UNP directly attended by the Rector Prof. Dr. Z. Mawardi Effendi, M.Pd. On that day officially the School of Development is directly under the auspices of UNP's (administrative system), which is given the new name of the UNP Development School Laboratory. This activity was also witnessed by Head of Education Education of Padang City, Drs. H. M. Nur Amin, M.Pd. Taken-Instead of this School of Development, it is expected UNP environment will reappear the quality school formerly (in the 1970s) ever built by prof. Dr. Isyirin Noerdin, IKIP Rector of Padang nan brilliantly called PPSP IKIP Padang School (Project Pioneer Pembangunan School).



Source: <http://diknas-padang.org/mod.php>, 2018.

Figure 1. Figure of SMA Pembangunan School at periode (1986-2008).

- d. UNP Laboratory School (2009¹³-2018), its administrative system is under the UNP (State of Padang University).

Raison d'etere (main reason) why established laboratory school is:

- 1) Because private elementary, junior and senior high schools pembangunan schools are located on the UNP campus, the most prominent use by UNP is to use these school-class locals to accommodate lectures that are forced to be delegated there due to the limited number of local UNP lectures. This is natural, since the land and buildings used by the three schools are UNP's.

¹³ Wawancara dengan Prof. Dr. Prayitno, M.Sc.Ed (Mantan Dekan FIP IKIP Padang) pada tanggal 19 Juli 2017, pukul 14.00-16.40 WIB di Kantor Prof. Prayitno, Laboratorium BK FIP UNP.

- 2) The direction of developing aspects of education that are UNP's responsibility, it is felt that the importance of elementary, junior and senior high school located in UNP campus and using UNP's physical facilities is used as a means that can be directly accessed and controlled by UNP to the greatest possible loss of tasks tridharma UNP is in line with the construction of the schools themselves as a leading institution in education coveted by society, nation and state. This can be realized through the development or re-institutionalization of these schools into Laboratory Schools that are integral to UNP.



Source: <http://www.sumbartoday.com/prof.ganefri-tegaskan-jayakan-sekolah-laboratorium-unp>. 2018.

Figure 2. Figure Serah-terima UNP Laboratory School from Prof. Dr. H. Prayitno, M.Sc.,Ed (director 2009) to Dr. Nurhasan Syah, M.Pd (new director) at present of Rector of The State of Padang University, Prof. Ganefri, Ph.D.

Laboratory schools are school units consisting of elementary, junior and senior high schools that can be developed into excellent schools along with UNP's tridharma, especially in education. The forms of UNP laboratory management and development school policies are:

- 1) UNP policy to make Laboratory School become the pre-eminent school.
Organizing learning processes that employ high-touch pillars between learners and educators and high tech in materials, methodology, tools and environment, and assessment. The two pillars of learning are to develop the students' learning force (power of taqwa, creativity, taste, power, and work) optimally in order to actualize the five dimensions of humanity (the dimensions of kefitrahan, keindividualan, kesosialan, morality, and religious).
- 2) The principal conditions in the school are minimum quality standards established by the National Education Standards Agency (BSNP):
 - (1). standard content.
 - (2). graduate competence standard.
 - (3). standard process.

- (4). educator standards.
- (5). standard of facilities and infrastructure.
- (6). standard of financing.
- (7). standard of management.
- (8). assessment standards.

The management of the units of the Laboratory School developers in line with the implementation of the tridharma of higher education conducted by UNP, namely:

- a. Educational / teaching activities to prepare students to become educators and professional education personnel.
- b. Research activities to develop scientific and educational technologies that support theories, praxis, and educational practices.
- c. Community service activities.

School Management System Laboratory UNP (Management System of Laboratory School, 1970-2018):

- 1) SMA Laboratorium IKIP Padang (1970-1972), its administrative management system is under IKIP Padang which is managed independently
- 2) School PPSP IKIP Padang (1972-1985), administrative management system is under the Dep. P and K through the Project Leaders of PPSP in cooperation with IKIP Padang. Prof. Dr. Jakub Isman (Rector of IKIP Padang, 1973-1982) in his graduation ceremony and 25th anniversary of IKIP Padang: A quarter of IKIP Padang, explained that:
 - a) PPSP IKIP Padang has been running since 1972, still carrying out experimentation toward the development school curriculum that will begin to be disseminated in the early 1980s. This experiment was conducted at SD, SMP, SMA IKIP Padang Laboratory, which had 1129 students in 1979. The number of kindergarten students (197 pupils) and STM Laboratory (80 students) were not included in this experimentation.
 - b) In the final years of experimentation much emphasis on the system of learning with module delivery because of its advantages in efforts to achieve the goal of educational renewal quite a lot.
 - c) Comparative study of teaching prediaemination results with modules by BP3 PPSP Research Team IKIP Padang in 1979 revealed that in the module experimentation:
 - 1) There was an increase in the understanding of specific instructional goals among teachers in 1979, while among students this understanding declined from the previous year.
 - 2) There is an increasing understanding of the language in the module, both teachers and students.
 - 3) There is a decrease in understanding of the subject matter compared to the previous year.
 - 4) The difficulties experienced by teachers in managing module classes are reduced.
 - 5) Number of students who passed formative test 1 uphill.
 - 6) And so on.
 - d) Study on the stabilization of learning outcomes in PPSP IKIP Padang conducted at the same time with comparative studies (Prayitno, et al, 2012: 65-66).

Pembangunan School (1986-2008), its administrative system is under the Foundation of Korpri IKIP Padang Welfare Foundation. UNP Laboratory School

(2009 -2018), its administrative system is under UNP. Team Compilation of School Development Laboratory State University of Padang (2008) explains that:

In organizing its tridharma, Universitas Negeri Padang (UNP) requires various supporting units. One of the supporting units is a laboratory school which is a very important element in the development of the quality of education, both in theory and practice. During the Pioneering School Development Project (PPSP) a decade ago, UNP at that time still called IKIP Padang enforced the schools incorporated in the PPSP (consisting of elementary, junior and senior high school) as laboratory schools. However, since the PPSP's liquidation in 1985/1986, the successors of the PPSP schools, which remained located on the UNP campus, namely private elementary, junior and senior high schools under the private foundation are no longer enforced as university laboratory schools.

Along with the increasing demand for the development of the quality of education, with the enactment of various national standards of education and the opening of educational programs of the educator profession, the role of the laboratory schools as the "heart of the heart" the development of educational theory and practice and as the focus and benchmark of training programs for potential candidates educators and education personnel produced by the university, the existence of a reliable laboratory school as an integral part of the university should not be postponed again.

Establishment and development of UNP laboratory schools is carried out by capitalizing on existing school units on campus UNP since the end of the PPSP. These "former PPSP" school units (SD, SMP, and SMA) are private and are beyond the scope and responsibility of UNP. In standing as "ex. PPSP "and within its own campus, these school units have the potential to be re-developed and enabled to become UNP laboratory schools through procedures in accordance with applicable regulations. The implementing / developing team was formed for the development and re-functioning of the former "PPSP" schools into UNP schools and laboratories.

5. CONCLUSION

Laboratory schools are school units consisting of elementary, junior and senior high schools that can be developed into excellent schools along with UNP's tridharma, especially in education. The management of the units of the Laboratory School developers in line with the implementation of the university's tridharma implemented by UNP. In organizing its tridharman, Universitas Negeri Padang (UNP) requires various supporting units. One of the supporting units is a laboratory school which is a very important element in the development of the quality of education, both in theory and practice. During the Pioneering School Development Project (PPSP) a decade ago, UNP at that time still called IKIP Padang enforced the schools incorporated in the PPSP (consisting of elementary, junior and senior high school) as laboratory schools. However, since the PPSP's liquidation in 1985/1986, the successors of the PPSP schools, which remained located on the UNP campus, namely private elementary, junior and senior high schools under the private foundation are no longer enforced as university laboratory schools.

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