Student Grouping Evaluation

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ABSTRACT

This study aims to determine and describe the evaluation of the grouping of students held at the secondary school level education unit. The program for grouping students based on their level of intelligence is still a matter of debate now. Grouping students is socially divisive, and harms students with achievement, and increases socio-economic disparities for educational attainment. This condition made the researchers perform steps of observation, interviews, and documentation in schools to know the evaluation of the grouping of students in improving students' academic achievement. This article intends to document the evaluation of the grouping of students with the immersion class turning into a mixed class program at SMP N 2 Klaten. The grouping of students based on academic ability shows a trend of lower results. On the other hand, the mixing program of students who have low and high academic scores shows a trend of better results.

Keywords: Grouping, Mixing, Achievement.

1. INTRODUCTION

Education is a forum for the process of seeking knowledge, forming a character, and developing the creativity of students. But education is not only about these dimensions, education has a very wide space where students experience fun and democratic learning process. So that the learning process experienced by students can absorb and develop what students get and is supported by good educators. Success in learning in the classroom is largely determined by the classroom teacher and no less important are supporting programs for the ongoing learning process.

Ability Grouping is one of the programs organized by educational institutions, which places students based on ability. However, the program is still being debated, because of the impact, it has on students. The grouping of students in schools that have an impact on the progress of students in the future raises concerns about all aspects involved in education, especially in the achievement of improving students' academic achievement as a whole and overcoming learning difficulties for students. There is a tendency for some teachers and schools to place or group students in the classroom according to the student's academic abilities. Practice in learning is based on the adjustment of students' abilities, personality characteristics and level of achievement to be carried out. However, students who are grouped into classes based on academic grades are in principle less approved.

According to Badruddin (Achmad Hufron et al, 2016: 97), The placement of students by grouping is done using a learning class system. The grouping of students in class placements (study groups) is applied before students take part in the teaching and learning process. The grouping is based on the results of the selection and adjusted to the similarities possessed by the students, including age, gender, then differences based on the interests, talents, and abilities of the students [1]. Then the grouping of students has been made with the selection that has been made by several educational institutions to determine each class for students.

According to Wong and Watkins (2001), it was shown that related to the weakness of class grouping based on the results of research in Hong Kong, that classes grouped based on cognitive abilities were not able to maximize students' self-esteem development and teachers tended to ignore students with low abilities [2].

Grouping students based on ability, is socially divisive, and harms students with achievement, and increases socio-economic disparities for educational attainment. Groups of students separated based on academic ability should be pushed in different directions and expected to specialize as a subject that should receive re-examination. Incidents have occurred in

English schools that separate students based on socio-economic abilities. Jerrim & Macmillan (Becky F. et al, 2017) Education in the UK in its achievements is highly stratified by social class. There is a strong relationship between educational outcomes and high family economics, then between high family economics and job gains after studying [3]. So that there is a close relationship between the background of the high dominant students and the students who have the low dominant background.

According to Braddock (1992), the argument in favor of ability clustering relies entirely on the statement that grouping is necessary to meet the unique needs of children with different ability levels, especially high achievers [4]. Yet evidence from multiple studies conducted over sixtyyears has consistently failed to show any benefit from inter-grade clustering of abilities for students at any ability level. The negative effects of grouping, such as self-esteem, delinquency, and dropout, and the anti-egalitarian nature of the practice.

The importance of this issue for equality of opportunity, social justice, and social mobility, has motivated the attention of the wider community, especially the government. However, the explanation for this level of social differentiation is more difficult to establish. Research has shown the impact of inequality, and the impact of socio-economic background on school readiness. One of the locations of the success of students in learning is to develop various ways to prevent student delays in learning by mixing the composition of students from various things such as academic ability, social background. Therefore, the success of an educational process is not only about effectiveness but also involves social cohesion and justice.

Oakes (Jeffery K. 2018) claims the tracking system causes social inequality for those placed on the base track. These findings contributed to a shift away from the old tracking form, which placed students on the high, regular, or basic pathway for all subjects and the tracking system hindered learning opportunities for the lowest grade learners and therefore perpetuated educational and social inequalities, low achieving students [5]. Saleh et al (Sabel Kaya: 2015) explains that in heterogeneous groups, high achievers set an example for low achievers, thus stimulating them to perform better [6].

The equation of the characteristics of students who become a measure in grouping has negative impacts, including First, not all parties agree with the grouping program based on the level of intelligence. Second, some teachers pay more attention to groups with high abilities than groups with low abilities. Third, from a psychological point of view (MG Zakia, 2017) students who are grouped based on low ability are conceptualized as less intelligent students [7]. Fourth, if

not, poor management can reduce the achievement of students who are grouped based on low ability.

In addition to the negative impact of grouping students, there are parents of students who do not agree with the implementation of the grouping program. One of the reasons students' parents do not approve of grouping based on the level of intelligence, is because it is feared that students' abilities cannot develop, because the homogeneity of students in one class has the same average value. Based on research conducted by Doddy (2015) provides an illustration that based on the questionnaire given to 166 parents of students, a total of 38% stated that they did not agree with the grouping of students [8]. It can be said that the reason parents do not agree with the grouping of students is the decrease in student motivation and will affect student learning outcomes.

Recent research by Hallam & Ireson (Becky Francis. 2017) hinted at persistent dissatisfaction among learners in the lower set, finding that nearly two-thirds (62%) of young people in the lower set expressed a desire to change [9]. On the other hand, grouping by itself does not lead to consistently better or worse achievement for certain groups of learners and can have negative effects on personal and social outcomes for certain groups of children.

Slavin and Braddock (Emin A. 2005) grouping based on ability is not very effective. This is dangerous for many learners, as it hinders the development of interracial respect, friendship, and understanding. On the other hand, it also undermines democratic values and contributes to a stratified society [10]. Rosenthal & Jacobson (Emin A. 2005) said that grouping students based on ability allows teachers to tend to have lower expectations. The impact on the other hand hurts students in developing students' intellectual abilities (intellectual) [10]. Thus, the heterogeneous grouping of students may be one of the causes of students with low intelligence achieving better performance.

The global era that began to develop and was accompanied by the industrial revolution 4.0, demanded changes to adapt to the demands of the times. SMP Negeri 2 Klaten reformulates itself to become one of the quality schools that can meet these demands, through programs to improve the quality of education. SMP Negeri 2 Klaten has transformed the student grouping program which is also known as the immersion class or special class. The immersion class or special class is the latest learning model as the flagship model that has been rolled out by the Ministry of National Education since 2004 is the implementation of Law no. 20 of 2003 concerning the National Education System, article 33 paragraph (3), which states that foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. As well as Article 50 paragraph (3) of the

National Education System Law, namely the Government and/or Regional Government shall organize at least one educational unit at all levels of education to be developed into an international standard education unit. [11].

This special class is a manifestation of the grouping of students. Special classes appear as learning one or several subjects using a foreign language as the language of instruction. This special class is a class in the medium of instruction other than Indonesian (foreign language) which is held at the junior and senior high school levels. Therefore, the implementation of special class programs is a necessity that cannot be postponed anymore.This special class is one of the flagship programs ever held in Central Java Province. One of the schools that organize it is SMP Negeri 2 Klaten. The special class applied at SMP N 2 Klaten by selecting students to enter the specialization program. The special class for SMP N 2 Klaten is a special class in English. Teaching and learning activities in the special class of SMP N 2 Klaten uses English as the language of instruction in teaching and learning activities. By the meaning of "immerse", it is hoped that students will get used to an English-speaking atmosphere during learning.

SMP Negeri 2 Klaten is one of the schools that has evaluated the grouping program or often called a special class by grouping students based on their level of academic intelligence, from students who show high academic scores to students whose academic scores are still low. SMP N 2 Klaten has changed the program, which combines all components of students with different levels of ability. The Student Mixing Program has succeeded in contributing to changes in student learning outcomes so that from these changes it becomes something better for the future of students and schools. This article provides an offer on the evaluation of student grouping. The research question posed by the researcher was how to evaluate the grouping of students at SMP Negeri 2 Klaten.

2. METHOD

The research method used in this study is qualitative, which emphasizes the study of success in improving students' academic achievement through a program of mixing students in class. Qualitative methods are used to find answers to a phenomenon or question through the systematic application of scientific procedures [12]. This research was conducted at SMP Negeri 2 Klaten, located on Jalan Andalas No. 5 Sipacar, Semangkak, Klaten District, Klaten Regency, Central Java Province. Data collection techniques used are interviews, observation, and documentation while in the field. The process of data analysis was carried out as a conclusion of this study.

The researcher interviewed Mr. Anggoro as part of the curriculum of SMP Negeri 2 Klaten to observe the evaluation of the grouping of students. The documentation that researchers get is the results of students' academic achievements and the results of supporting programs to support the success of mixed classes.

The technique of validating the data uses a triangulation technique or method [13]. Triangulation of data collection methods or methods is carried out by checking the same data with different data collection techniques. Data obtained through interviews were confirmed through documentation. Researchers conducted interviews regarding the evaluation of the class grouping program, confirmed by documentation such as the results of students' academic achievements and the results of supporting programs to support the success of mixed classes.

Data analysis in this study uses qualitative data analysis proposed by Miles and Huberman (Sugiyono. 2016), namely through the process of data reduction, data presentation, and data verification [14]. Data reduction has been started since data collection by simplifying the classification of rough data in the field. Data reduction is carried out in stages, selecting the main points and looking for themes, and discarding those deemed unnecessary. After the data is reduced, then the presentation of the data is presented by categorizing according to the main issues to interpret what happened and what and what needs to be followed up to achieve a goal in research. The next step is drawing conclusions which are expected to be new findings that have never existed in the form of descriptions or images that were previously unclear and became clear after research.

3. RESULT AND DISCUSSION

Gamoran et al., (Vincent Dupriez, 2010) explain that basically, the idea of ability grouping comes from education claiming that placing students with similar academic abilities in the same place in the classroom means they can be taught more effectively, because of the provision of more tailored to their needs [15]. When the teacher is dealing with relatively uniform groups, he or she can vary course content and teaching methods based on student achievement. Class formation according to the level of achievement. Cheung, C & Rudowicz, E. (Wibowo 2015) Grouping of students has the meaning of referring to a form of grouping carried out by teachers, school officials, or policymakers that aims to group students into classes or schools based on ability [8].

Along with the development of education, the grouping program or called special class changed and was abolished in the 2013-2014 period, because the

learning outcomes obtained by students were uneven and there were social inequalities and equity in education experienced by students. (Vincent Dupriza, 2010) grouping them based on academic achievement in most cases tends to create other subdivisions depending on their socio-economic, cultural, or ethnic background [15]. This practice may soon run counter to the goals of social integration in schools. It may point to future problems of group polarization and social segregation, raising fundamental questions of a political and ethical nature.

Banks (Wulandari, et al. 2014) explains "…as a field of study and an emerging discipline whose major aim is to create equal opportunities for students from diverse racial, ethnic, social class, and cultural groups". Whereas in the view of multicultural education, education must be directed to provide equal opportunities for students with various ethnic, racial, and cultural groups backgrounds [16]. Therefore, the grouping that is held in education with the background of different levels of intelligence of students can be one of the occurrences of uneven opportunities for students in teaching and learning activities.

Based on the data that the researchers got, SMP N 2 Klaten has changed the special class program into a mixed class program. The mixed class program is a class division based on no difference in the level of intelligence or the academic ability of students. (Yulianto, 2013) Shows the results of his research related to the evaluation of grouping and mixed classes that the interaction in similar classes, both male and female classes, is not going well. Because these classes are formed from mixed classes consisting of friends of different genders and different ways of interacting. The habits that were carried out in the previous class are still being carried out. Learning outcomes are generally obtained from processing the learning outcomes of each aspect, namely for the male class a score of 67.78, the female class a score of 66.74, and the mixed class a score of 70.10 [17]. This research shows that the mixing of students in the classroom improves learning. On the other hand, it also removes the social stratification of students who are considered unhealthy and the lack of relationships between participants with high and low learning outcomes.

According to Chang et. al (Kaya, S. 2015: 432) that low-ability students are driven by high-ability students in heterogeneous achievement groups [6]. Saleh et. al. (Kaya, S. 2015: 432) By taking the theory of social interaction and motivation, explaining that in heterogeneous groups, people with high abilities become examples for students with low abilities, thus stimulating students to perform better [6]. According to Carl Glikman (Vincent Dupriza, 2010:25), Mixed classes with students with diverse academic abilities create competition that has a positive impact. Less

intelligent students will be encouraged to study hard because there is a peer model for those who are smart [15]. On the other hand, those who are less intelligent are an opportunity to sharpen their hearts and care for others who need help. This last thing is often forgotten as a school assignment, namely, schools do not first educate those who are already smart, but educate students with any level of ability.

Linchevski & Kutscher (Wiliam and Bartholomew. 2004) say that as time goes on it is necessary to develop strategies for teachers to work effectively with mixed ability groups of students, it is evident both from the UK and from abroad, that teachers can develop strategies to educate students with mixed groups [18]. It also contributes to social exclusion by polarizing achievement and is particularly not at the expense of students from different backgrounds.

Based on the results of the interview, the researcher with Mr. Anggoro as part of the curriculum stated that the SMP Negeri 2 Klaten program to support mixed classes has been carried out consistently with several programs, including; First, remedial teaching program. Remedial is an activity that is given to students who have not mastered the subject matter that has been given by the teacher to enhance the mastery of teaching materials so that students are expected to be able to achieve predetermined learning goals, to achieve complete learning which will have a good impact on student learning achievement.

Thus the improvement is directed at achieving optimal results by the abilities of each student through the entire teaching and learning process and the overall personality of students. Remedial teaching is teaching that serves to help the child to be able to achieve the expected results. This remedial teaching is special because it is adapted to the characteristics of learning difficulties faced by students. This service is provided to students to improve their learning achievement to achieve the specified criteria for completeness. This activity is intended to help students who have difficulty mastering the subject matter.

Second, establish cooperation with related parties for progress in supporting better achievements of students in academic and non-academic fields, such as:

a. Collaborate with Higher Education Institutes to deepen OSN Mathematics, Science, and Social Sciences material.

b. Establish with the Department of Culture to empower the arts of students

c. Liaise with ISI and alumni in promoting dance, vocal and visual arts culture

d. Collaborating with DPU and creative economy actors to empower the processing and utilization of waste

Comer and Haynes (Rahmania, 2010) said that children learn better if the surrounding environment is supportive, namely parents, teachers, and other family members as well as the surrounding community. Schools cannot provide all the growth and development needs of students, so meaningful involvement by parents and community members is needed [19]. This makes a lot of sense considering that parents, teachers, and the community have the opportunity to discuss how far the child is progressing. As society becomes increasingly complex and demanding, the need for partnerships is often overlooked. The reason is that both educators and parents do not have enough time to meet and build good relationships in the context of the progress of the child

Third, Implementing Twin Schools or collaborating with other schools, collaborating to find and maximize all existing obstacles and potentials. Cooperation with this is a must for schools to develop schools optimally, because schools are social interaction institutions that cannot be separated from the community, including other school communities as the same institution.

Academic achievement according to Salvin (Sa'adah & Ariati. 2018) is a written assessment in the form of numbers or values from the results of the evaluation and measurement of student learning performance [20]. Measurement of academic achievement can be obtained through scores or test scores from the championships obtained by students. Therefore, the trend of grouping programs and mixing programs in the cognitive domain achieved by students can be seen from the results of the documentation as follows:

The special class held by SMP Negeri 2 Klaten can be seen from the achievements that have been achieved in the 2010-2013 period. For example, the Klaten Regency level natural science competition won 4 times 1st place winner, 4th place winner 2. Mathematics class competition Klaten Regency won 2nd place 1st place, 4th place winner 2. Social science subject competition Klaten Regency level won 1-time 2nd place and won 1st place 3rd place. Outstanding students have also won 2nd place in 1st place. The data obtained from the championship is an achievement in the cognitive domain of students.

The success of the mixed class program held by SMP Negeri 2 Klaten, can be seen from the achievements that have been achieved in the period after the special class program was abolished. For example, the natural sciences competition at the Klaten Regency level won 2 times 1st place, 2nd place, and 2nd-time 3rd place. Mathematics competition at Klaten Regency level won 3 times 1st place, 1st place 2nd place, 1-time winner 3. Klaten Regency level social science subject competition won 1-time champion 1. English language competition won 1-time champion 1, 1-time champion 2, 1-time winner 3. No less important, achievements that have been achieved by SMP Negeri 2 Klaten in Students with Achievement at the Klaten Regency level 2 times 1st place. Some of the 1st place winners at the Central Java Province level are also often won by SMP Negeri 2 Klaten, from social studies subjects won 2 times champion 1. Indonesian language subjects won 1-time 1st place winner at Surakarta Residency level. Overall Champion in Mathematics and Winning Science Competition at DIY Level, etc.

The championship achievement that has been achieved by SMP Negeri 2 Klaten is a championship based on the level of academic intelligence or cognitive abilities of students. This shows that the mixing of students in the class goes well and evenly for students. Getting good academic achievement is the goal of every school. Furthermore, Mr. Anggoro as part of the curriculum of SMP Negeri 2 Klaten also stated that the mixed class showed a better trend in academic achievement than the special class. This is evidenced by the achievement of championships that have been achieved by students.

Abu Hamid (Firdianti, 2018: 9) explains that the academic achievement of students is the result that is manifested in learning efforts carried out according to the situation in the development process to achieve goals [21]. The implementation of SMP Negeri 2 Klaten was triggered by a student mixing program to improve the quality of education, especially to improve student learning achievement on an ongoing basis.

Mixing students in the classroom has the aim of providing the best service for students and keeping away from discrimination and injustice, as stated in Law Number 20 of 2003 in Article 3, namely the purpose of national education is to develop the potential of students to become human beings of faith. and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition to achieving learning outcomes and having good character, it is equally important to be democratic in the implementation of teaching and learning activities for students [22].

The implementation of education in Indonesia is regulated in Law no. 20 of 2003, Article 4 states as follows: 1) Education is carried out democratically and fairly and is not discriminatory by upholding Human Rights, Religious Values, Cultural Values, and National Diversity. 2) Education is held as a systematic unit with an open and multi-meaning system. 3) Education is held as a process of cultivating and empowering students that lasts a lifetime. 4) Education is held by setting an example, building the will, and developing the creativity of students in the learning process 5) Education is held by developing a culture of reading, writing, and arithmetic for all citizens 6) Education is held by empowering all components of society through

participation in organizing and quality control of educational services.

Based on the article, education in Indonesia is not only a forum for the implementation of the teaching and learning process, but also upholds democratic and fair values and does not discriminate against students, and the government also has a role in the success of Indonesian national education. Thus the implementation of education in Indonesia will have outputs that are by the needs of the community and also the state. According to the education of liberation (Prasetia: 2021) Freire begins with efforts to make people aware of their social reality. In this context, Freire sees that "awareness" (conscientization) is the essence of education. Education must contain teaching materials related to the actual phenomenon of the social reality of society, but not only teaching materials but also the learning process held in schools must be aware of its social reality. So that through education students become aware of their social reality [23]. Therefore the form of grouping that is held tends to lead to the phenomenon of social reality that is not good in learning outcomes, because in social reality in the scope of society it is not a good thing to do.

So very essential is the purpose of national education in the context of being a guide for education providers in Indonesia. So that all educational program orientations refer substantially to national education goals. The face of the Indonesian nation in the future is expected to be held consistently according to the goals of national education. Because the formulation of national education goals has been stated in the articles of legislation, it binds all elements to carry out the implementation of education.

4. CONCLUSION

Evaluation of the grouping of students based on the level of intelligence is called a special class, when viewed from the results and discussion it can be concluded that it is important to change the grouping program into a program of mixing students without choosing based on the level of intelligence. Judging from the results of students in achieving academic achievements obtained. The blending program showed a positive trend compared to the special class program. This is also supported by the existence of supporting programs to support the success of mixed classes, namely:

First, Remedial teaching is teaching that functions to help the child to achieve the expected results. This remedial teaching is special because it is adapted to the characteristics of learning difficulties faced by students. This service is provided to students to improve their learning achievement to achieve the specified criteria for completeness. This activity is intended to help students who have difficulty mastering the subject matter.

Second, establish cooperation with related parties for progress in supporting better achievements of students in academic and non-academic fields, such as:

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Third, Implement Twin Schools or collaborate with other schools, collaborate to find and maximize all existing obstacles and potentials. Cooperation with this is a must for schools to develop schools optimally, because schools are social interaction institutions that cannot be separated from the community, including other school communities as the same institution.

ACKNOWLEDGMENTS

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