

The governance of taman pintar yogyakarta as non-formal education institution in digital era

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Abstract

The Yogyakarta City Government has made innovation by launching the Taman Pintar development program to bring the linkage between the science and technological developments based on culture approach. The Taman Pintar has become a tourist place as well as a place for informal education (edutainment). This study tries to capture the impact of the change in Taman Pintar from open public spaces to semi-business organizations on overall governance. This research uses descriptive method with a qualitative approach. Data were collected through observation, in-depth interview, and documentation studies. The results of the study show that changes to semi-business organizations make rapid changes in employee turnover and have an impact on reducing internalization of the vision and mission in carrying out their work. The use of existing resources such as learning digital teaching aids has not been used optimally and is not properly and periodically treated.

Keywords: governance, learning by doing, taman pintar

1. Introduction

The Developed Country in Britain, America, and Japan, have used the computer and the internet for learning activities in schools. By the computer and internet, the student can study anywhere because almost all subject matter can be obtained through soft files or directly accessed through the internet. In Indonesia, the computer has been introduced in the school, even from pre-school and elementary school. As a new learning media, computer and internet make children study more interactively and fun. The Information & Communication Technology (ICT) drives role every actor in education; student, teacher, and parent by multichannel and more inclusive. The development of ICT changes the culture of education. However, it faces many challenges: accessibility, affordability, and capability problem.

Yogyakarta as a student city has the basis of the regional development philosophy of Hamemayu Hayuning Bawana, as a noble ideal, to perfect the values of the life of the people of Yogyakarta. Values that become one of the elements of a social system are abstract concepts that are good and valuable in life, which then become the highest guideline for behavior in living in a society and become a reference for carrying out development in Yogyakarta. These values are the underlying motivation for developing the Taman Pintar. Taman Pintar's development program aims to close the distance between the development of exact technology and the model of the absorption of culture-based science. The concept of the development of Taman Pintar is generally emphasized in precise science, which is the basis of technological development. The targeted group of the Taman Pintar development program is children from pre-school to secondary school with a one-time ticket price of fifteen thousand rupiahs. This ticket is valid for all social classes, and this is an example of the gap between the establishment of Taman Pintar and the current reality.

The central pillar of the idea and development of Taman Pintar was adopted from The Concept of Ki Hajar

Dewantara (Father of Indonesian Education), namely training children to understand, imitate, and develop. The Niteni, Nirokke, Nambahi is an educational concept that needs to be grown in this nation's education widely, not just acquired through formal education, but in various fields, including being used as the concept of informal education in Taman Pintar. Moreover, this is cultural –based approach as the value of education in Yogyakarta. Through the Niteni (understanding), Niroake (imitating), and Nambahi (developing) approaches, children are encouraged to become more curious and develop their imagination through various interactive experiments.

Taman Pintar is built with attractive designs, shapes, and interior parts, which contrast with the surrounding environment. Taman Pintar is intended to strengthen its identity as a center of science. This is a smart initiative and thought to advance the world of education. The advantages of The Taman Pintar compared to other tourism objects in Yogyakarta are that the Taman Pintar tourist attraction is not only a tourist or entertainment place, but also a place to learn and play while adding insight because there are various types of rides provided such as seaword, earthquake projectors, Water Park, four-dimensional cinema, and puzzle playground.

The policy of developing Taman Pintar is regulated through the Yogyakarta Mayor Regulation No. 17 of 2006. Initially, the management of the Taman Pintar was left to a third party / private. However, the management of the Taman Pintar was taken back by the City Government in 2008. It's because the commercial orientation was so strong when managed by the private sector. And then, the management of the Taman Pintar was changed to a Technical Implementation Unit (UPT) under the Office of Education.

The popularity of Taman Pintar has brought many tourists from inside and outside the city of Yogyakarta. This makes the target of the contribution of the Regional Original Income charged to the management of this park continue to increase to reach Rp. 5.7 billion in 2009. Along with the

growth of visitor, workload, and increasing revenue targets, the management of Taman Pintar was changed back to the Smart Park Management Office in 2009. Human resources supporting the management of the Taman Pintar was Civil Servants of Yogyakarta City and non-civil servants using outsourcing schemes with third parties.

The dynamics of governance of the Taman Pintar are interesting to analyze whether the existing governance system is following the vision, mission, and objectives of the establishment of Taman Pintar or not. Demands for good and professional management become mandatory. This is due to the development of the number of visitors, and also to increase the competitive value of Taman Pintar. Therefore, management in Taman Pintar which is currently needed to be evaluated. By setting various criteria for measuring and analyzing the governance carried out by the manager of the Taman Pintar. And from the results of this study, it is expected to be able to know the description of the conditions of Taman Pintar Governance as well as solving the problem so that it can be used as input for managers in determining the governance of Smart Park to be better.

2. Methods of Research

This research use qualitative approach. Data were collected through observation, in-depth interview, and documentation studies. This study is a policy evaluation. This is needed to analyze policy implementation. Taman Pintar was one of policy program. A policy program will succeed if the implementation of the program runs well. Because the function of implementation is to form a relationship that enables goals or objectives of public policy to be realized as outcomes (outcomes) of activities carried out by the government. Therefore the implementation function also includes the creation of what is called policy delivery system in policy science which consists of certain methods or means specifically designed to achieve the desired goals (Solichin, 2008: 177). As an example of the weak implementation of the Public Openness Information law and this is a reflection that policy implementation is a weak point in planning cycle.

3. Taman Pintar as Public Space

The Taman Pintar locates in the central area of Yogyakarta City, adjacent to Fort Vredeburg, Taman Budaya, Istana Negara, Malioboro, and Kraton Yogyakarta which is the center of business and culture in the city of Yogyakarta. The Taman Pintar location a strategic area in the city of Yogyakarta. The presence of Taman Pintar is part of the city structuring plan issued by former Mayor Harry Zudianto. This policy received a moment when the validity period of Land Use Rights (HGU) in the location ended and has been used for 20 years. The Taman Pintar was built with funding from the central, provincial, and city of Jogja with funds amounting to 70 billion rupiahs. The development of Taman Pintar is also based on the motivation to 'clean up' the negative social life which has been going on in that place.

The Science Park in Taman Pintar was built by a joint private sector and provincial government in Yogyakarta on June 9, 2007. With the motto "Educating and Fun," anyone can freely deepen science and technology with a scientific approach, but still fun. There are several learning media such as Playground, ample public space which contains play facilities for Storytelling Pipes, Whispering Parabola, Tree Houses, Dancing Water, Color Spectrum of Singing Walls,

Pulley System, Heritage Building, and PAUD building (with dedicated interactive teaching aids for children aged 2 to 7 years). The oval building, space used for the introduction of environment and science exhibition space. Gedung Kotak, as a room used for exhibition spaces, audiovisuals, the application of science and technology, libraries, science laboratories and also a 4-dimensional cinema.

The development of the Taman Pintar is also intended to strengthen the title of Yogyakarta as a city of education and to stimulate children's interest in science through imagination, entertainment, experimentation, and games. Besides, it also fosters the curiosity and creativity of children through various kinds of teaching aids. The establishment of the Taman Pintar will also be useful to apply the theory that students get at school. Based on the history and the beginning of its establishment, The Taman Pintar has goals to be achieved:

- Providing learning facilities for students to support the education curriculum.
- Motivating children and the younger generation to love science.
- Helping teachers in developing teaching in the fields of science and general knowledge.
- Disseminate information on science and technology according to the age of child development.
- Give alternative tourism science.

As an alternative means of learning, Taman Pintar also play a role in the development of human resources in the field of science and technology. Technology as an essential development resource. But its development and utilization are very dependent on humans. The experiences of developed countries such as Germany, Britain, France, the United States, and new industrial countries such as South Korea and Taiwan show that high-quality human resources support economic growth. A large number of Indonesians can be a development capital if they have satisfactory quality. This refers to the concept that humans are actors, executors, and connoisseurs of development. That is, with the quality of the population being low, humans will play more roles as connoisseurs and less play a role as actors and implementers of development.

4. Learning by doing as an Educational Innovation

The characteristics of "learning by doing" begin as a form of dissatisfaction or "protest" against didactic methods that were previously applied in traditional learning systems in schools (Dewey, 1907). Historically, classroom learning was teacher-centered where the chalk and talk phrase became the primary teaching method that was considered optimal. Dewey has the principle that the way teachers teach is directed entirely at efforts to give birth to active students (Brubacher, 1966: 228). Understanding of education theory, according to John Dewey always refers to three main ideas. These three things are first: experience; second: democracy in education; and third: the application of scientific methods to the educational process (Hook, 1969: 132). The term experience is given in the context of a human learning process. This means that all types of authentic educational activities are created through experience, but not all experiences are connected with education (Dewey, 1939: 30). Any experience that has a deterrent effect or distorts the growth of subsequent experience is wrong educated. Such experiences are not suitable as a means of learning students.

Dewey also states that only experiences where individuals can react with concern to the problems and challenges that occur around their environment can be said to be successful educational processes.

The second concept is democracy in education. Democracy also means to be intellectually free, namely the emancipation of the mind as an individual to do something. In the world of education, freedom is a must. For Dewey (1958: 34-35), the relationship between democracy and education is an important and complementary relationship. Education provides an opportunity for everyone to develop themselves to the maximum in harmony with their environment. In a democratic learning process, teachers need to avoid dictating ways of learning, all of which impede children's intellectual abilities and imprison the spirit of children's learning.

The third concept is the application of scientific methods in the education process and more specifically learning. According to Dewey, the scientific methods developed along with the development of human intelligence. The application of modern experimental science as a paradigm for the development of the nature of human learning also ultimately contributes as a solution to the problems of human life (Shook: 2000). The scientific method in education has three essential characteristics, namely: (1) science directs humans how to fulfill basic needs of life. The scientific method provides an opportunity for humans to apply the habit of interacting with nature to produce useful products the results of valuable experience. That is, when someone knows something, then he can make and use the object, (2) science can be related to complex situations and problematic. Science provides tools (whether formulas or patterns) that used to analysis of the current situation. Science also attempts to build new objects and human adaptation tools to the object, (3) the position and characteristics of science offers a way to reflect and make changes to ground rules for the situation which also cannot be done with old habits that are of a general nature (Shook: 2000, Kilpatrick, 1951: 25-26).

In the process of learning science, students can develop thinking habits, which then become a habituation process in their learning experiences. Thinking is an intelligent element in learning experiences (Dewey, 1916: chap 11). How to get the right knowledge through the ability to think in the context of expertise based on experimental science. This process is to prove that knowledge is not static and separate from action (Dewey: 1916: 42). Science combines mental activity and experience and allows students to continue to discover and build new knowledge. If all three principles are implemented, education in schools will be able to shape students to become human beings with character and be ready to face all dynamic challenges.

Education is more a process of growth, continuous and sustained development that comes from students even before students enter school life. Students who have become accustomed to making things have learned, and learning in school has a role in giving more meaning to the abilities of these students, interest in completing a job is directly related to attention in the process, which is thinking things out both intellectually and in theory. As expressed by Dewey (1933: 13-14) about the meaning of learning that "real learning will occur when someone faced with a dilemma as something that must be sought out". In principle, practical learning cannot be avoided. Learning like this is advantageous

because it can directly find out how far students have successfully mastered a skill or competency. The objectives of educational activities are to prepare students to be able to grasp the meaning for learning and understand what they are learning. If not, then learning is nothing but something empty. It can be understood that students will not understand and master specific skills just by being told.

Therefore, learning by doing is essential as a way for students to gain knowledge as belonging and part of themselves. When students do something, it is not merely a psychomotor matter, but a learning activity that involves both physical and mental. Besides, it not only develops cognitive aspects but also impacts on affective aspect. The science learning process can develop students' thinking habits, which then become a habituation process in their learning experiences. Thinking is an intelligent element in learning experiences. For science learners, the way to get the right knowledge is through the ability to think in the context of expertise based on experimental science. This process is to prove that knowledge is not static and separate from action. This science combines mental activity and experience and allows students to continue to discover and build new knowledge.

Taman Pintar strives to highlight the progress and development of science and technology and coupled with the existence of a vehicle that contains the history of the Indonesian nation. As we all know, Taman Pintar wants to be the best vehicle for expression, appreciation, science creation in Southeast Asia in a pleasant atmosphere. An extraordinary dream and to reach there, it takes effort or laborious effort. To fulfill these ideals, Taman Pintar strives to collaborate with various parties, both those in the country and abroad. Indonesia at this time can only get the end result of a development of science and technology that exists abroad with all its sophistication.

Taman Pintar presents to prove to the world that Indonesia is also able to inspire its people to continue learning because it can, at the same time, elevate the dignity and dignity of Indonesia. By these ideals, the first step taken in addition to preparing the budget and completeness as well as the area is to work with relevant parties. Taman Pintar works with the science and technology development center (PPIPTEK) in Jakarta.

5. Taman Pintar as Educational Tourism

In principle, practical learning cannot be avoided. Learning like this is advantageous because it can directly find out how far students have successfully mastered a skill or competency. Let children do their exploration to find meaning in learning experiences that require thinking, and the results of exploration can be different from the teacher, as directed by Dewey (1972) with the term "trying" means "we do something and it does something to us in return". Facing the reality of such world developments, and a manifestation of concern for education, the Yogyakarta City Government, initiated an idea for the Development of Smart Parks. It is called Taman Pintar, because this area will provide students, from pre-school to high school, can freely deepen their understanding of the exact subject matter that has been received at school and at the same time recreation. By introducing science to students starting from early childhood education, it is hoped that students' creativity will emerge so that the Indonesian generation is not only the target of mere technological market exploitation but also

tries to be able to create its own technology. The Taman Pintar building was built in the former Shopping Center area, with the consideration that there is a close link between the Taman Pintar and the functions and activities of the surrounding buildings, such as the Cultural Park, Fort Vredeburg, Military Societet and Gedung Agung. Taman Pintar is present as an alternative solution for the world of education in the fields of science and technology. To support the development of human resources in the areas of science and technology, Taman Pintar provides teaching aids following their functions which contain elements of education.

Not only in science, but Taman Pintar also provides a vehicle for cultural and historical learning. One of them is the Tapak President of the Republic of Indonesia, which was established at the Playground venue. Similar to the way to play in Hollywood, Tapak President shows the footprints and hands of the entire President of the Republic of Indonesia, except President Soekarno and Soeharto. When the site was made in 2008, the manager had difficulty getting Soekarno's foot and hand that died in 1970, so that only the silhouette of his face was displayed. While Soeharto, at that time was already in a state of severe illness so that he could only take his footprints. All of these sites are complemented by the prestige and original voice of each President who convey their message to the younger generation. Everything in Taman Pintar makes it an icon of Yogyakarta education tourism, as well as a model for other regions that also want to have a Smart Park. Taman Pintar Yogyakarta is always determined to make innovations every year. Now, they are exploring cooperation with BATAN to build a new zone of nuclear energy.

The contents of this Taman Pintar are divided according to age groups and material emphasis. For the age group, classified according to preschool level, kindergarten, elementary school, to secondary school, while for the focus of the material, manifested in the form of interaction between visitors with the content delivered through existing platforms, starting from the game platform, introduction platform, platform basic science material, to the platform of the application of science and technology. The format of the content is arranged in the form of sub-themes and zoning space as a medium for delivering the material contained. Also, the park's learning model is generally conceptualized to improve the quality of education amid a lack of public reading interest, especially children. With the props model, for example, children will be more interested in developing their intelligence and can solve various problems with their own thinking. The teacher, guide, or parent is required to play a role in choose the games and learning media that is suitable for the child's age. Do not let child development be forced to play and work on science and technology teaching aids that should not be done.

The features of Taman Pintar as an integrated area are reflected in various play and learning vehicles that are in one location. That way, it's no exaggeration to say that, now this park has become a favorite tourist spot and has even become an icon of Yogyakarta education tourism. In the park which was built at the cost of Rp. 53 billion, there are six zones which are adjusted to the sub-themes of the content material. These areas include the playground area, PAUD barat Building and east PAUD, Oval Building 1st floor, Oval Building 2nd floor, Gedung Kotak 2nd floor, and Building Memorabilia. In each zone has a variety of

superior vehicles, including Playgrounds, Small Explorers, Environmental Adventure, Discovery Discovery, Titian Science, Bridge of Science, Indonesia, Advanced Technology, and Popular Technology. Each vehicle has a broad and similar building architecture, but in terms of material has different characteristics. Visitors will also feel the similarities and differences when entering each of these park rides.

6. The Governance of Taman Pintar

The organization is a process of working together two or more people to achieve organizational goals effectively and efficiently. This definition is general and applies to all organizations including educational organizations. Organizational structures have a significant influence on policy implementation. This organizational structure aspect covers two things, namely the mechanism and structure of the bureaucracy itself. The first aspect is the mechanism, in the implementation of the policy is the standard operation procedure (SOP). The SOP is a guideline for each implementer in acting so that the implementation of the policy does not deviate from the policy goals and objectives. The second aspect is the structure of the bureaucracy, the bureaucratic structure that is too long and fragmented will tend to weaken supervision and cause sophisticated and complicated bureaucratic procedures which in turn will cause organizational activities to be inflexible.

The changes in the organizational structure of Smart Park took place in 2009. Previously based on Yogyakarta Mayor Regulation No. 4 of 2008, Taman Pintar was a Technical Implementation Unit at the Yogyakarta City Education Office. Starting on January 3, 2009, following Government Regulation Number 41 of 2007, the Yogyakarta City Government conducted an institutional arrangement so that the UPT Taman Pintar became the Smart Park Management Office. The following is the number of managers of Taman Pintar consisting of 76 people, with details of 29 men and 47 women whereas the allocation of funds for 2011-2012 consisted of administration of 12.41%, facilities, and infrastructure 44.41% of staffing 17, 93 promotions 6.52, maintenance of tools 15.84, others 2.79 total of 99.9%.

In Taman Pintar governance is strongly influenced by organizational culture. Culture has a strong influence on the structure and function of the organization. Organizational culture refers to a set of shared beliefs, attitudes and relationships and assumptions that are explicitly or implicitly accepted and used by all members of the organization to deal with the external environment in achieving organizational goals. In this case, organizational culture has an important influence on motivation.

Organizational Culture (or Organizational Culture) is a value held by people in the organization and is a differentiator from other organizations. The function of organizational culture is the First, as a differentiator from other organizations. Second, as an employee's identity. Third, as the commitment of employees above the common interest. Fourth, as a social glue by providing standards for what employees must do and say. Fifth, as a control mechanism that forms employee behavior.

Corporate or organizational culture can also be a barrier. Like, The Barrier to Change. Sometimes the corporate culture must be replaced if you want to keep abreast of the times so you can still compete. The Barrier to Diversity is a culture that will cause employees to have the same tendency

to behave and say. When other people do not apply like most employees, then that person will be isolated. His isolation will put pressure on the person, so he will not be able to bring out his best abilities. The Barrier to Acquisition and Mergers. There are times when a company will be exposed to an acquisition or merged with another company. If the cultures at the two companies are different, there will be collisions and require long adaptations. The culture of an organization is basically formed by a system. The system can drive people to do or not do something in accordance with the rules of the system that apply in the organization. Some easy examples to do are:

- Provision of rewards and punishments for those who excel and who do not. Reward and punishment must be firm and do not know the time limit.
- Consistency of attitude from the leader of the organization. This consistency makes rules clearer and subordinates have instructions to act.
- Rules are clear and known to everyone in the organization. This clarity is important because if not then all people will search for themselves in their own ways. For example, if there is no clear standardization regarding the assessment of the quality of workers in the organization, people will do unethical ways to move up.
- Criteria for achievement must be clearly formulated. Achievements must also be measured and can be assessed vertically or horizontally.
- There must be a history that is always reminiscent of what has happened so that everyone will always be in the realm of consciousness. History or notes are absolutely necessary so that permissiveness can be suppressed and people will always remember not to repeat the mistakes that have been made.

7. Discussion

This study found that the management of the Yoyakarta Smart Park was considered still not good, because it was not fully in accordance with the vision and mission of the establishment of Taman Pintar. Since its establishment in 2006, there has been a change in orientation from the public space to a profit-oriented public service body that has an impact on governance in it. The management of Taman Pintar which changes employee changes results in a change in understanding of new employees working in Taman Pintar. The program is also monotonous, and the price of entrance tickets is expensive and separate from each zone in Taman Pintar so that to be able to enjoy all the facilities there are at least one visitor will spend at least Rp.100,000, and this is more expensive than before.

Table 1: Attraction of Taman Pintar Rides According to Visitor

Respons	Visitors (%)
Very uninteresting	0
Uninteresting	0
Less Interesting	0
Interesting	64
Very Interesting	36
Jumlah	100%

Resource: Latifah (2016)

Taman Pintar has also achieved an increase, especially in terms of increasing visitors and increasing annual income. The supporting infrastructure facilities in Taman Pintar are

sophisticated but their weaknesses, every time there is damage there is no substitute or backup, and there are also no experts who can handle the result, visitors cannot use the equipment. This problem is also caused by the Taman Pintar status as a public service agency (BLU) so that the operational activities are still hampered by bureaucratic circumlocution. Besides, the guide also plays an important role as the first person to meet visitors so that attitudes and behaviors need to be considered because they can determine the impression of the Smart Park.

8. Conclusion & Recommendations

Based on analysis and research result, it can be concluded and recommended some of the following:

- Restore function as a open public space that serves as a digital media-based non formal learning.
- To improve operational activities it is necessary to improve the performance of human resources and the maintenance process of equipment / displays.
- The need for setting minimum service standards for guides as the first person to meet visitors accompanied by trainings/courses.
- Improvement of the budgeting and disbursement process as a professional BLU
- Recruit guides with university student backgrounds. Because if the guide is not a student it is feared that there will be a different orientation with the concept of a guide as a learner in Taman Pintar.
- To monitor props, guide work, and other things the Taman Pintar manager needs to add CCTV.
- Strengthening partnerships and cooperation with outside parties in business development and technology.
- Pay attention to the welfare of employees, build harmonious supervisors - subordinates so that synergy and performance can increase

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