

Management of Increasing the Quality of Learning Biology in State Senior High Schools

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Abstract

The problem in this study is that there are still some deficiencies in the management of improving the quality of Biology learning at SMAN in its application both in the aspects of planning, organizing, implementing, and evaluating. The general research objective is to describe the management of improving the quality of learning to improve Biology learning outcomes at SMAN 63 and SMAN 86 Jakarta. The specific objective of the study was to describe the results of the analysis of: (1) Planning, (2) Organizing, (3) Implementation, (4) Evaluation, (5) Problems, and (6) Learning quality improvement management solutions to improve Biology learning outcomes in SMAN 63 and SMAN 86 Jakarta. The research approach used is qualitative with descriptive method. Data collection techniques using observation, interviews, and documentation. Data analysis techniques are data collection, data reduction, data presentation, and making conclusions. The results of the research in general are that the management of improving the quality of Biology Science learning at SMAN 63 and SMAN 86 Jakarta has been going well although there are still some deficiencies in planning, implementing, evaluating, and supervising in order to improve the quality of Biology Learning Science. The results of the research specifically are (1) Management planning for improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes Curriculum Formulation (MGMP, Teachers, Committees, and Curriculum Teams), Preparation of Biology Subject Syllabus, Preparation of Biology Lesson Plans, and Preparation of Minimum Pass Criteria for Biology Subjects and all of these activities have been carried out properly. (2) The organization of management for improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes the Division of Teaching Tasks and Teaching Schedules and Determination of Study Loads which have been carried out properly in accordance with applicable regulations. (3) The implementation of management to improve the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes the implementation of activities to improve the quality of Biology learning and the implementation of Biology teachers in improving the quality of learning has been carried out properly, namely by holding teacher training. (4) Evaluation of quality improvement management Learning Biology at SMAN 63 and SMAN 86 Jakarta includes Evaluation Techniques, Analysis of Evaluation Results, and

Follow-Up Evaluations that have been carried out properly by conducting academic supervision. (5) There are not many management problems in improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta in planning, organizing, implementing, and evaluating aspects and can be handled properly. (6) The solution to the management problem of improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta on planning, organizing, implementing, and evaluating aspects has been carried out properly.

Keywords: Management, Improvement, Quality, Learning, Science, and Biology

Introduction

Management is the process of using resources effectively to achieve goals or objectives in an organization. All resources that were originally not related to one another were then integrated, assembled into a comprehensive, systematic, coordinated, cooperative system, with the intention that organizational goals can be achieved, through a balanced division of tasks, work and responsibilities. According to Stoner, as quoted by Handoko, management is: the process of planning, directing and monitoring the efforts of members of the organization and the use of other resources to achieve organizational goals that have been set (2011: 8). Every organization always needs management because without effective management no business will be successful for long. The achievement of organizational goals, both economic, social and political, largely depends on the ability of the managers in the organization concerned. Management in schools is a process for coordinating various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, and so on to achieve educational goals and objectives, namely to educate the life of the nation and develop the whole human being.

In the field of education, Indonesia is currently facing at least three serious problems. First, the moral crisis that is so terrible in society. Second, the learning system is not very adequate in schools. Third, the quality of education is still low, especially at the primary to secondary education levels. However, the government and various groups have continuously made efforts to improve the quality of education, including through the development and improvement of curricula and evaluation systems. One of the educational problems faced by the Indonesian nation is the low quality of education at every level and educational unit, especially primary and secondary education. In a long period of time, efforts to improve education have always been carried out in various ways to improve the quality of national education, this is inseparable from the centralized government system.

The government realizes the importance of quality education for the Indonesian nation. Therefore, the government continues to strive to improve the quality of national education. In line with this, the government has stipulated Law Number 20 of 2003 concerning the National Education System (Sisdiknas) Chapter I Article 1 which states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. himself to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Quality management, according to Nur, is a way of managing an organization that is comprehensive and integrated which is directed in order to meet customer needs consistently and achieve continuous improvement in every aspect of organizational activity, (2015: 11)

The quality of education in schools must be considered and improved to be better and of better quality. This is a challenge that must be responded positively by the institution. Quality in the field of education includes the quality of input, process, output, and outcome.

Educational input is declared of quality when it is ready to process in accordance with national minimum standards in the field of education. The educational process can be declared quality if it is able to create an active, creative, innovative and fun learning atmosphere so that educational goals can be achieved properly. The output is declared to be of high quality if the learning outcomes achieved by students are both in the high academic and non-academic fields. Outcomes are stated to be of high quality if graduates are quickly absorbed in the world of work and institutions that need these graduates and stakeholders are satisfied with graduates from these educational institutions, Mutohar (2013: 135).

Educational Quality Management is a science that can help educational institutions to develop educational quality. This knowledge is very important especially for prospective managers or managers of educational institutions to design, implement, evaluate the quality of education so that educational institutions can improve the quality of education in a sustainable manner, Asrohah (2015: 60). Realizing quality education and providing services that satisfy customers are not as easy as turning the palm of the hand. However, it requires ongoing stages and processes. An educational institution is said to be of quality if it is able to provide services that match or even exceed the expectations of teachers, employees, students and other related parties, such as parents, funders, the government or the world of work as users of graduates. To guarantee quality, educational institutions must know exactly what their customers need. Educational institutions should always try to synergize various components to carry out quality management of the education they manage so that they can carry out educational tasks and functions. In the orientation of the quality of education in an effort to meet or satisfy the needs of stakeholders, it should be noted that school quality management is not a set of rigid rules but a set, nature, procedures and processes to improve and improve school quality. Therefore school quality management can be stated as a way of managing all school resources, by directing all parties involved in carrying out tasks according to standards and enthusiastically in improving the implementation of work, so as to produce quality graduates or educational services or even exceed stakeholder standards.

The phenomenon found in this research is that national education policy and implementation which still use the education production function or input-output analysis approach is not optimal. The implementation of national education is carried out in a bureaucratic-centralistic manner so that placing schools as education providers is highly dependent on decisions from the central bureaucracy, which sometimes these policies are not in accordance with the conditions of local schools. Schools lose their independence, flexibility, motivation, creativity/initiative to promote and develop their institutions, including improving school quality. Lack of participation of school members (teachers) and community members (student parents) in organizing education today. Teacher participation in decision making is often neglected, even though changes occur or not in schools are very dependent on the teacher. Less interactive relationship between students and teachers or students with students. Quality and quality education is the hope and desire for every citizen of this country. The community, whether organized in an educational institution or parents, really hope that their students and children will receive a quality education so that they can compete in life. Quality and quality education is the hope and desire for every citizen of this country, because good management will produce good quality processes and good student learning outcomes too. According to the Minister of National Education of the Republic of Indonesia No. 41 of 2007 learning process planning includes the preparation of syllabus and learning implementation plans (RPP) which contain subject identity, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources. The

learning process consists of all components of learning materials and procedures for teaching and learning activities carried out by the teacher which will be conveyed to students to achieve the learning objectives to be achieved.

As the object of research that will be examined in the world of junior high school education as a period of human growth from the development of the world of children to adolescence is the focus of researchers considering the potential of the development process, growth at the age of education in junior high schools requires more concentration on the process of administering the education itself based on ongoing scientific and technological developments. Between the process and the results of quality education are interconnected. However, so that a good process does not go astray, quality in terms of output must be formulated and there must be clear targets to be achieved each year or within a certain period of time. Student learning outcomes are one indicator of the success of education that takes place in schools and are obtained through a learning process as well as to express the level of success achieved by a student after going through learning activities. The learning outcomes that have been achieved can be measured through progress tests obtained by students after they learn by giving grades from various aspects. Learning outcomes are the achievement of competencies that include aspects of knowledge, skills, attitudes, and values that are embodied in the habit of thinking and acting. These competencies can be identified through the measurement and assessment of a number of learning outcomes as well as indicators of learning outcomes that are measured and observed, Budyartati (2014: 24).

Learning outcomes are inseparable from teaching and learning activities in particular, and in the field of education in general. This is because student learning outcomes greatly affect the success of learning objectives. Therefore, with the assessment of student learning outcomes, a teacher can find out how far his students are able to absorb the subject matter he conveys, so that the results of this assessment can be used as a benchmark to what extent the learning objectives are achieved and can be used as material for consideration for the teacher. in the next lesson. The high and low learning outcomes of students are influenced by many existing factors, both internal and external. These factors greatly influence efforts to achieve student learning outcomes and can support the implementation of learning process activities, so that learning objectives can be achieved. Learning outcomes are a measure of student success in learning the material delivered by the teacher during a certain period. Learning objectives are considered achieved when students obtain satisfactory learning outcomes. Learning outcomes can be known after the teacher evaluates student learning outcomes.

In the preliminary research that took place in the field of 18 students, there were 8 students or 44.44% who had not achieved a score above the KKM that had been set. Students seem difficult to answer the test questions, this can be seen when only 10 people or 55.56% of students can answer the questions correctly. Some of the 18 students could not complete the assignments given by the teacher, both in class and homework. Remedial students after exams reached 50% of the total 18 students.

Priyayi (2018) states that the results of the research show that learning problems according to biology teachers can be grouped as follows: 1) problems related to student factors, 2) facilities and infrastructure, 3) learning materials, 4) teacher factors, 5) factors of students' family conditions. Nurhayati B (2006) The professionalism and performance of biology teachers at SMA Makassar City are not maximal and optimal according to the expectations of students, parents of students, society, government, and biology education stakeholders. Maesaroh (2020) The dense activity of a teacher both in terms of routine teaching and educational administrative fulfillment activities causes a teacher's mobility to be reduced to

learn new things that can increase his knowledge and skills. This will get worse if there are not enough facilities and space for teachers to learn new things, one of which is the ICT-based learning model.

Based on the research problem from some of the research results above, the problem of the quality of Biology Science learning is very important in achieving the goals of biology learning at SMAN because without good management to improve the quality of Biology Science lessons, the achievement of the school's vision and mission goals will not be achieved properly. Learning outcomes can be in the form of changes in behavior which include the cognitive, affective and psychomotor domains. Usually learning outcomes are expressed in the form of numbers. High or low learning outcomes indicate the success of the teacher in conveying learning material in the learning process. Learning outcomes ideally not only in the form of mere understanding. A learning process is said to be successful if the predetermined competencies can be achieved by all students who take part in the learning process. Improving student learning outcomes towards improving the quality of education requires strategies and learning programs that are more effective and efficient including learning infrastructure to support positive processes for student learning outcomes. Learning outcomes must show a change in circumstances for the better, so that it is useful for: (a) increasing knowledge, (b) better understanding something that has not been understood before, (c) developing skills more, (d) having a new view of something, (e) value something more than before. It can be concluded that the term learning outcomes is a change from students so that there are changes in terms of knowledge, attitudes, and skills.

This research is supported by research conducted by Wirastiani (2017:50) The quality of education is often associated with many factors, one of which is the learning program. The quality of learning can affect the quality of education. Seeing the various problems that occur in improving the quality of education, the learning program is one of the programs that must be implemented properly. Therefore it is necessary to carry out learning evaluation. Learning is said to be a program because it involves many components, such as teachers, students, infrastructure in its implementation, so that it runs well, a teacher must be able to manage all aspects of input well. Thus it is necessary to carry out an evaluation of the learning program that has been running, with the aim of seeing the extent to which the learning program affects the improvement of the quality of education. Saifulloh, Muhibbin & Hermanto (2012:75) Many efforts have been made by the government to improve the quality of education in schools, such as issuing RI Government Regulation Number 19 of 2005 concerning National Education Standards. Educational institutions are also not left behind by holding scientific activities that can develop teacher potential through seminars, training, workshops and others on an ongoing basis so that teachers become professionals who have the ability to improve the quality of learning in schools which in the end will improve the quality of education and become a reality. This article discusses the factors of improving the quality of education, elements of improving the quality of education and strategies for improving the quality of education.

S. Sudarisman (2013) states that the results of pre-cycle observations of these five aspects in biology learning at SMAN 2 Karanganyar and SMPN 27 Surakarta are generally in less than optimal condition. Learning facilities including classrooms, ventilation, lighting, and learning media, also contribute to the success of the learning process. Based on the results of observations of the learning facilities in the two schools, it shows that although the quality is relatively adequate, when viewed from the intensity of their utilization it is still low. Facilities such as laboratory equipment and teaching aids as learning support have not been widely used by teachers, as a result the teacher's performance is less than optimal and the impact on student abilities is not well explored.

Based on the results of the research above, learning problems still exist in schools so teachers need to develop their abilities to improve student learning outcomes. Talking about improving learning outcomes, at SMAN 63 and SMAN 86, students do not yet have good grades in Science Biology subject due to poor management of improving the quality of learning to improve Science Biology learning outcomes so that the improvement of teachers' abilities in teaching must be improved.

Management of improving the quality of learning to improve learning outcomes in Science Biology is very important in the process of developing the quality of learning at SMAN 63 and SMAN 86 Jakarta because to improve the quality of education in these two schools a good management system is needed in planning, organizing, implementing, and evaluating the learning process IPA Biology at SMAN 63 and SMAN 86 Jakarta.

The choice of SMAN 63 and SMAN 86 Jakarta as the research sites was because the results of studying Science in Biology at the two schools still had students who had grades below the KKM (Minimum Passing Criteria). Researchers will use case studies in this study because the problem of Biology Science learning outcomes at SMAN 63 and SMAN 86 Jakarta is still experiencing problems and incidents of students who have Biology Science learning outcomes that are not in accordance with the KKM become a problem that can cause the quality of Education at SMAN 63 and SMAN 86 Jakarta has decreased. The reason for the researchers at SMAN 63 and SMAN 86 Jakarta to be researched was because the researchers wanted to explore what information could ultimately be learned or drawn from a case of the Biology Science learning process so that solutions would be found in improving Biology Science learning outcomes.

Method

This study uses a qualitative approach. According to Sugiyono (2017: 8) says that: "Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural setting); Also known as the ethnographic method, because initially this method was more widely used for research in the field of cultural anthropology; referred to as a qualitative method, because the data collected and the analysis is more qualitative in nature. Qualitative research is descriptive research and tends to use analysis with an inductive approach. According to Nazir (2011: 52) explaining the descriptive method is as follows: Descriptive method is a method in examining the status of human groups, a subject, a set of conditions, a system of thought or even a class of events in the present. Determination of research locations in the Province of the Special Capital City Region of Jakarta, namely SMAN 63 and SMAN 86 as research locations. based on several reasons and considerations: Having the same homogeneity and the same accreditation. Have the same problem in terms of learning Biology. Having teachers with the same conditions in the academic field. Educational facilities with the same infrastructure. According to Moleong (2010: 132) research subjects are informants, which means people in research backgrounds who are used to provide information about the situation and conditions of the research setting. The subject of this study is the population and sample. To get the right data, it is necessary to determine informants who have competence and are in accordance with data needs (purposive). The informants in this study were: Principals, Deputy Principals for Curriculum, and Biology subject teachers. This study also uses the "Snow balling" technique to determine additional informants. As explained Arikunto (2010: 23-24) that determines additional informants with this technique, as snowballs that fall from above roll down which are getting bigger and bigger because of other snow that sticks. Data collection techniques using observation, interviews,

and documentation. Data analysis techniques are data collection, data reduction, data presentation, and making conclusions. Testing the validity of the data in this study used the Credibility Test, Transferability Test, Dependability Test, and Confirmability Test.

Results and Discussion

a. Management Planning for Biology Learning Quality Improvement.

The Management Planning for Quality Improvement in Biology Learning at SMAN 63 and 86 Jakarta has been implemented properly. The planning was well prepared because it went through a Working Meeting between the Curriculum Team, the School Principal, and the School-level Biology Teacher MGMP. This plan discusses the Biology learning quality improvement program which programs the development of the learning process which consists of making annual programs, semester programs, syllabus, lesson plans, and determining KKM. The Management Plan for Increasing the Quality of Biology Learning is carried out with the enthusiasm to improve the biology learning process so that it is even better. Therefore, these planning activities also involve all parties who can contribute ideas in designing quality biology learning programs. Etymologically, the word management comes from English, namely management, which was developed from the word to manage, which means to manage or manage. The word manage itself comes from the Italian language, *maneggio*, which was adopted from the Latin *managiare*, which comes from the word *manus*, which means hand (Samsudin, 2006: 15). According to Handoko, management can be defined as working with people to determine, interpret and achieve organizational goals by carrying out the functions of planning (planning), organizing (organizing), preparation of personnel or staffing (staffing), direction and leadership (leading), and supervision (controlling) (Handoko, 1999: 8). According to G.R. Terry, Planning or planning is the act of selecting and connecting facts and making and using assumptions about the future in terms of visualizing and formulating proposed activities that are deemed necessary to achieve the desired results. (Purwanto, 2006: 45). Before managers can organize, direct or control, they must make plans that give the organization purpose and direction. In planning, managers decide what to do, when to do it, how to do it, and who to do it. So, planning is the selection of a set of activities and the next decision what to do, when, how and by whom (Handoko, 1999: 79). The Management Planning for Increasing the Quality of Biology Learning at SMAN 63 and 86 Jakarta is based on an analysis of the advantages and disadvantages of the Biology Learning Quality Improvement Management program in the previous year so that the planning leads to activities that will be carried out in the future so that the Quality of Biology Learning at SMAN 63 and 86 Jakarta is increasing from year to year.

According to Sani (2015; 7) In general, the orientation of school quality management is to improve the quality of education services, improve educational productivity and efficiency through improving school performance, as well as improving the quality of performance in an effort to produce educational graduates who satisfy or meet the needs of stakeholders. It should be noted that school quality management is not a set of rigid rules and regulations that must be followed but a set of principles, procedures and processes to improve performance and improve school quality. So, the essence of quality management is a management system that continuously strives for improvement and improvement of quality directed at increasing stakeholder satisfaction with the most efficient cost. Therefore, school quality management can be stated as a way of managing all school resources, by directing everyone involved in it to carry out tasks according to standards, enthusiastically and participate in improving the implementation of work so as to produce graduates and/or appropriate educational services. or exceed the needs of interested parties.

b. Organizing Quality Improvement Management of Biology Learning.

The management of Biology Learning Quality Improvement Management at SMAN 63 and 86 Jakarta is good because the organization is in accordance with the analysis of the needs of Biology teachers and the available class hours. In addition to the planning function, there is also an organizing function in learning activities which is intended to clearly determine task executors for each school personnel according to their fields, authorities, subjects, and responsibilities. With the clarity of the tasks and responsibilities of each learning element and component so that the learning activities, both the process and the required quality, can take place as planned. Organizing learning according to Syaiful Sagala (2015) includes several aspects: 1) Providing the necessary facilities, equipment and personnel for the preparation of an efficient framework for carrying out plans through a process of determining the implementation of learning needed to complete them. 2) Grouping the learning components in the school structure on a regular basis. 3) Establish an authority structure and learning coordination mechanism. 4) Formulate and define learning methods and procedures. 5) Organizing this learning illustrates that learning and teaching activities have clear directions and responsibilities. This means that seen from the components related to learning in school institutions, it illustrates that it is clear that the position of the principal is in providing learning facilities and equipment, and the position of the teacher is to determine and design learning by organizing time allocation, curriculum design, learning media and equipment, and other related successful implementation of learning activities. Then it is clear the position of students in participating in learning activities both in class and studying at home, under the coordination of the teacher and also the parents of students related to learning. Organizing this learning is intended so that the material and teaching materials that have been planned can be delivered optimally. (Handoko, 1999: 24). G.R. Terry argues that organizing is: "The act of seeking effective behavioral relationships between people, so that they can work together efficiently and thus obtain personal satisfaction in terms of carrying out certain tasks in certain environmental conditions in order to achieve certain goals or objectives. (Hasibuan, 2001: 23)". Learning management is all efforts to regulate the teaching and learning process, in order to achieve an effective and efficient teaching and learning process. Basically, learning management is the arrangement of all learning activities, both learning activities that are categorized in the core and supporting curricula, based on the curriculum previously determined by the Ministry of National Education or the Ministry of Religion. According to Ibrahim Bafadhhal (2005), learning management is all efforts to regulate the teaching and learning process in order to achieve an effective and efficient teaching and learning process. Learning program management is often referred to as curriculum and learning management. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a deliberate effort, directed and aimed so that other people can gain meaningful experience (BSNP, 2006: 30).

c. Implementation of Biology Learning Quality Improvement Management.

Implementation of Biology Learning Quality Improvement Management is good. Management practice shows that management functions or activities such as planning, organizing, actuating, and controlling are directly or indirectly related to the human element, planning in management is a human creation, organizing besides managing the human element, actuating is the process of moving human members of the organization, while controlling is held so that the implementation of management (people) can always improve results. Learning is not only limited to the activities carried out by the teacher, as is the case with the concept of teaching. Learning includes all activities that may have a direct influence on the human learning process. Learning also includes events that are derived from printed materials, pictures, radio programs, television, films, slides or a combination of these materials. Even now learning is

developing by utilizing various computer programs for learning or known as e-learning. Based on the concept of management and learning, the concept of learning management can be interpreted as a process of managing which includes planning, organizing, controlling (directing) and evaluating activities related to the process of teaching the learner by involving various factors in it in order to achieve goals. In "managing" or managing learning, the manager in this case the teacher carries out various steps of activities starting from planning learning, organizing learning, directing and evaluating the learning that is carried out. This understanding of learning management can be interpreted broadly in the sense that it includes all activities on how to teach students starting from lesson planning to learning assessment. From the facts above, it can be justified that the opinion that states the success or failure of an organization for a large part depends on the people who are its members. No matter how perfect the plans, organization and supervision of the research, if people do not want to do the required work or if they are unable to carry out the tasks assigned to them no appropriate or optimal results will be obtained. After the plan is set, as well as after the activities in the framework of achieving the goals are distributed, the next action from the leadership is to move them to carry out these activities immediately, so that what is the goal is actually achieved (Shaleh, 1977: 101). Mobilization is making all members of the organization want to work together and work sincerely and passionately to achieve goals in accordance with planning and organizing efforts (Purwanto, 2006: 58). Implementation of the biology curriculum, first the madrasa head develops the abilities of Biology teachers by holding PKG for Biology teachers and delegating Biology teachers to take part in BIMTEK Biology. Whereas in the implementation of Biology learning, the Biology Teacher prepares a learning framework or Learning Implementation Plan (RPP) that refers to Indicators and Core Competencies and Basic Competencies.

d. Evaluation of Quality Improvement Management of Biology Learning.

Management Evaluation of Biology Learning Quality Improvement at SMAN 63 and SMAN 86 Jakarta is good. Control is a broad concept that can be applied to people, things and organizations. Supervision is intended to ensure that members of the organization carry out what is desired by collecting, analyzing and evaluating information and using it to control the organization. Supervision in the context of learning is carried out by the principal of learning activities in all classes, including supervising related parties in relation to providing services for learning needs seriously. For the purposes of this supervision, the teacher collects, analyzes, and evaluates information on learning activities, and uses it to control learning so that the planned learning objectives are achieved. The management functions according to Sondang P Siagian in Malayu Hasibuan (2005:11) which are applied in the field of human resources are as follows: Controlling or supervision, often also called control is one of the management functions in the form of conducting assessments, if necessary making corrections so that what is done by subordinates can be directed to the right path with the aims and objectives that have been previously outlined. Management Evaluation of Biology Learning Quality Improvement at SMAN 63 and SMAN 86 Jakarta is carried out with academic supervision carried out by the Principal, Curriculum Team, and Teachers who are considered competent. According to Good Carter (in Sahertian, 2008: 17) that the supervision program is a plan or effort of school officials in leading teachers and other officers in improving teaching, including stimulating, revising educational goals, teaching materials, methods, and teaching evaluation. Mc Nerney (in Sahertian, 2008: 17) states that the supervision program is a procedure, giving direction and making a critical assessment of the teaching process. According to Kimball Wiles (in Sahertian, 2008: 18) supervision program is assistance provided to improve teaching and learning situations so that they can become better. A good supervisor should have five skills, namely: Skills in human relations, Skills in group processes, Skills in educational leadership, Skills in managing education personnel, Skills in evaluation. According to Sagala (2010: 89) Teaching

supervision is the behavior of officials designed by institutions that directly influence teacher behavior in various ways to help students learn and to achieve the goals set by the Institution. Academic supervision is a business that is helping or serving teacher so that he can improve, develop, and even improve the teaching and learning process, and can also prepare effective and efficient student learning conditions to achieve goals and improve the quality of education. This is in accordance with what was stated by Arikunto (2009: 12) that academic supervision can not only help teachers understand education and what is the role of schools in achieving its goals, but also help teachers understand the conditions and needs of students, as a basis for analysis in preparing learning activity plans. teach properly. According to Mulyasa (2013: 112) one of the most popular academic supervision is clinical supervision, which has the following characteristics: a. Supervision is provided in the form of assistance (not orders), so that the initiative remains in the hands of the education staff. b. Supervised aspects are based on the teacher's suggestion, which is reviewed with the school principal as supervisor to make an agreement. c. Instruments and observation methods were jointly developed by teachers and principals. d. Discuss and interpret the results of observations by prioritizing the teacher's interpretation. e. Supervision is carried out in an open, face-to-face atmosphere, and the supervisor listens more to and answers the teacher's questions than gives suggestions and directions. f. Clinical supervision has at least three stages, namely the initial meeting, observation, and feedback. g. There is reinforcement and feedback from the school principal as a supervisor on positive changes in teacher behavior as a result of coaching. h. Supervision is carried out on an ongoing basis to improve a situation and solve a problem. The purpose of academic supervision is to provide services and assistance to improve the quality of teaching teachers in the classroom which in turn can improve the quality of student learning (Aqib & Rohmanto, 2007:190). This is intended not only to improve the ability of teachers to teach but also to develop the potential and quality of teachers as follows: a. Developing the curriculum that is being used in schools. b. Improving the quality of the process of teaching and learning activities in schools. c. Develop the ability of all staff in the school.

e. Management Problems of Biology Learning Quality Improvement.

The Management Problem of Increasing the Quality of Biology Learning at SMAN 63 and SMAN 86 Jakarta includes aspects of planning, organizing, implementing, and evaluating the Management of Quality Improvement of Biology Learning. The problems in implementing Biology curriculum management experienced by SMAN 63 and SMAN 86 Jakarta include; (a) aspects of biology curriculum planning, biology teachers are less active in developing biology curriculum plans planned in the MGMP, (b) aspects of biology curriculum organization, related to the allocation of time for Biology subjects, which are only carried out for 90 minutes in one meeting without holding extracurricular activities for all students, (c) aspects of the implementation of biology learning related to materials and tools in the practice of the biology learning process are still inadequate between the quantity of materials and tools and the number of students. (d) in the evaluation aspect of the biology curriculum, the madrasah committee has not functioned optimally either during the school year or semester. Anderman & Gale (2010) adds that a science teacher, especially at the secondary level, is required not only to understand how students learn at this time, but the teacher must understand how students' cognitive development was previously and what will be the next student's goals after experiencing the learning process. Through science learning students trained to have adaptability, communication and social skills, problem solving skills, and thinking skills. Recommendations for science teachers include: 1) creating a productive learning environment, 2) increasing activeness by creating learning according to students' interests, 3) developing knowledge and skills according to students' needs, 4) emphasizing learning with a deeper discussion of initial concepts, 5) improving inquiry and problem-based learning, 6) using an evaluation system that

leads to higher-order thinking skills, 7) developing learning that is developmentally appropriate and increasing student motivation. Syamsuddin (2018) states that the educational curriculum is a tool and a basic element in an educational system, which can lead to the achievement of the expected educational goals. The curriculum contains a number of subjects that students are expected to master and cover all learning experiences. The implementation of the educational curriculum in schools has many factors that can influence it. One of them is the existence of a school committee consisting of members from the community and a teacher's council. The school committee can provide consideration, support, control and liaison for the implementation of the educational curriculum in schools to achieve the expected educational goals. Decree of the Minister of National Education No. 44 of 2002 concerning the Education Council and School Committees is formulated as follows: The education council is a body that embodies community participation in order to improve the quality, equity and efficiency of education management in districts and cities. The education council plays the role of: 1) Advisory agency in determining and implementing educational policies, 2) Supporting (supporting agency) in the form of finance, ideas and personnel in the implementation of education. 3) Controlling agency in the context of transparency and accountability in the implementation and output of education, 4) Mediator between the government and the DPR and the community. The school committee is an independent body that facilitates the participation of the community in order to improve the quality, equity and efficiency of education management in educational units, both pre-school education, school education and non-school education. The role of the school committee is almost the same as that of the education board, but its scope is narrower in the education unit (Idris, 2014: 161-162). As a liaison body, the school committee plays a role in identifying educational aspirations in society, accommodating complaints and grievances against education policies and programs, communicating public complaints and complaints against relevant agencies in the field of education in schools. The school committee as a liaison body has three functions, namely being a liaison between the community and the school in education planning, implementing school programs, and managing educational resources (Hasbullah, 2010: 96-99). School committees as independent institutions are formed and play a role in improving service quality and providing consideration, direction, and support for personnel, facilities, and infrastructure as well as educational supervision at the education unit level (Idris, 2014: 161-162). The formation of a school committee as a tool that participates in and is responsible for the interests of each school. The responsibility in question is to help schools find solutions to whatever the school is facing (Siaahan, 2000: 75). Decree of the Minister of National Education No. 044/U/2002 dated April 2, 2002 concerning the formation of school committees, explains that the reference for forming school committees is an independent body that accommodates community participation in improving the quality, equity of education, and the efficiency of education management in education units both in pre-school education, school education and non-school education (Siaahan, 2000: 75). The school committee is an institution responsible for determining the vision, mission and goals of the school, establishing and monitoring the annual operating budget, using, managing and evaluating, and determining and reviewing policies and practices to support student achievement. School committees must rely on the foundation of community participation in improving the quality of services and educational outcomes in schools. The formation of a school committee must pay attention to the division of roles according to the position and autonomy that exists (Wahyu, 2000: 3). That way the committee will be able to carry out its function as a supporter in the implementation of the learning process in line with the environmental conditions and problems of each school. The existence of synergy between the school committee and the school led to the birth of a shared responsibility between the school and the community as partners in developing education. From here the community will be able to channel their aspirations, ideas and participation in

advancing education in their area (Hasbullah, 2010: 95). Therefore it can be concluded that the school committee is a body whose members are drawn from the community and school environment who have concern for education. And has a major contribution to the course of the educational process with its role as a deliberative body, supporting body, controlling body, and liaison body from the government and society. The school committee is an independent body that facilitates community participation in order to improve the quality, equity and efficiency of education management in educational units, both in pre-school education, school education pathways, and non-school education pathways. This committee is located in an education unit, or several educational units at the same level, or several educational units at different levels but in adjacent locations, or educational units managed by an education provider, or due to other considerations. The school committee is an independent body, does not have a hierarchical relationship with the government (Danim, 2012: 48-49). So it can be concluded that the role of the school committee is an action taken by the school committee institution to accommodate community participation in quality, equity, and efficiency in education management. The school committee was formed with the following essential objectives: a. To accommodate and channel community aspirations and initiatives in creating operational policies and educational programs in education units. b. Increasing the responsibility and participation of the community in the implementation of education in educational units. c. Creating a transparent, accountable and democratic atmosphere and condition in the delivery and service of quality education in educational units (Danim, 2012: 49).

f. Management Solutions for Biology Learning Quality Improvement.

Solutions to the Management Problem of Increasing the Quality of Biology Learning at SMAN 63 and SMAN 86 Jakarta include aspects of planning, organizing, implementing, and evaluating the Management of Increasing the Quality of Biology Learning. The solutions to problems in implementing Biology curriculum management experienced by SMAN 63 and SMAN 86 Jakarta include; (1) In the aspect of biology curriculum planning, biology teachers are less active in developing biology curriculum plans planned in the MGMP and the solution is to submit annual, semester, syllabus, RPP, and KKM program documents to become teacher performance assessments that will be reported to the Education Office. (2) The aspect of organizing the biology curriculum, related to the allocation of time for Biology subjects, which is only carried out for 90 minutes in one meeting without holding extracurricular activities for all students and the solution is that all students are involved in taking part in extracurricular activities and there is a shortage of teaching hours for Biology teachers, namely by providing cross-interest hours in IPS Class. (3) aspects of the implementation of biology learning related to materials and tools in the practice of the biology learning process are still inadequate between the quantity of materials and tools and the number of students and the solution is that Biology subject teachers are involved in procuring goods. . (4) In the evaluation aspect of the biology curriculum, madrasah committees have not functioned optimally both during the school year and semester and the solution is that the committee is involved in implementing the evaluation of the curriculum program and the school principal conducts evaluations through supervision programs and is carried out regularly regarding curriculum implementation and Management-based learning curriculum. The quality of learning is the intensity of systemic and synergic linkages between teachers, students, learning climate, and learning media in producing optimal learning processes and outcomes in accordance with curricular demands (Mariani in Haryati & Rochman, 2012: 2). Meanwhile, according to Daryanto, the quality of learning is a level of achievement of initial learning objectives including art learning, in achieving these goals in the form of increasing knowledge, skills and developing attitudes of students through the learning process in class (Prasetyo, 2013: 12). From these two opinions it can be concluded that the

quality of learning is a benchmark to what extent the level of achievement of the results of the learning objectives themselves. It is hoped that the learning objectives that have been achieved will produce optimal learning outcomes from students. Nur Khoiri (2005) Curriculum management in improving the quality of learning biology by looking at several principles including: 1. The principle of relevance, namely that the curriculum is related to the needs of the community, there are two types of this principle, including external relevance, which means that the curriculum must be in accordance with the demands and needs of the community both now and in the future, then internal relevance, namely compatibility between components curriculum itself. 2. The principle of flexibility, namely that planned learning programs are implemented flexibly during the teaching and learning process carried out continuously, in the curriculum there must be a certain system that is able to provide alternatives in achieving goals through various methods or certain ways that are appropriate to certain situations and conditions. 3. The principle of Continuity means that the curriculum is developed on an ongoing basis including continuity between classes and between levels of education so that the student learning process can progress systematically. 4. The principle of efficiency or practicality is that the teaching and learning process is carried out according to the specified schedule. In addition, the curriculum is developed by taking into account applicability in the field, the curriculum must be applicable in educational practice according to certain situations and conditions and practical principles related to other curriculum principles. 5. The principle of effectiveness, which refers to the notion that the curriculum is always goal-oriented, the clarity of goals will guide the selection and determination of content, methods and evaluation systems, as well as what curriculum concept model to use.

Conclusions

a. Management planning for improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes Curriculum Formulation (MGMP, Teachers, Committees, and Curriculum Teams), Preparation of Biology Subject Syllabus, Preparation of Biology Lesson Plans, and Preparation of Biology Subject Minimum Pass Criteria and all these activities have been carried out properly.

b. The organization of management for improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes the Division of Teaching Tasks and Teaching Schedules and Determination of Study Loads which have been carried out properly in accordance with applicable regulations.

c. The implementation of management to improve the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes the implementation of activities to improve the quality of Biology learning and the implementation of Biology teachers in improving the quality of learning has been carried out properly, namely by holding teacher training.

d. Management evaluation of improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta includes Evaluation Techniques, Analysis of Evaluation Results, and Follow-up Evaluations that have been carried out properly by carrying out academic supervision.

e. There are not many management problems in improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta on the planning aspect, organizational aspect, implementation aspect, and evaluation aspect and can be handled properly.

f. The solution to the management problem of improving the quality of Biology learning at SMAN 63 and SMAN 86 Jakarta on planning aspects, organizational aspects, implementation aspects, and evaluation aspects has been carried out properly.

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