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### RESEARCH ARTICLE

#### MANAGEMENT OF CONSULTATION TEACHERS OF BUDDHIST RELIGIOUS EDUCATION TO INCREASE QUALITY OF LEARNING (A QUALITATIVE DESCRIPTIVE STUDIES OF THE QUALITY OF SCIENTIFIC LEARNING UPON BUDDHIST EDUCATION SUBJECT TEACHER CONSULTATION IN JAKARTA).

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#### Abstract

This research is based on the weak competence of Buddhist education teachers in designing learning with a scientific approach according to the 2013 curriculum. The roles and functions of teachers who are members of the Subject Teacher Consultation need to be maximized through good management to improve teacher competence and produce a quality learning process. The purpose of this study was to examine and analyze the role of the management of the Buddhist Education Subject Teacher Consultation in improving the quality of learning with a scientific approach, such as planning, implementation, supervision, supporting and inhibiting factors, efforts, and management results of the Subject Teacher Deliberation. The theory used is the theory and concept of management, quality, and scientific approach learning. The research was carried out using a qualitative descriptive method that emphasized interviews and observations. The results of the study indicate that the management of the Teacher's Deliberation for Buddhist Education Subjects to improve the quality of learning with a scientific approach has a good influence on increasing teacher competence in the teaching and learning process, then the average academic value of students every year increases. However, there are still weaknesses in its operations as well as in the products produced due to lack of resource support, so in the future, a joint commitment from members, supervisors, Buddhist community mentors is needed to contribute actively and jointly explore budget resources, carry out supervision and coaching so that the program activities run effectively, as well as the achievement of the program according to the standards and indicators of program success.

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#### Introduction:-

The National Education Standards Agency in 2010 has attempted to conceptualize the paradigm of Indonesian education in the 21st century through the design of the 2013 curriculum. The central theme of the 2013 Curriculum is productive, creative, innovative, and effective through strengthening attitudes, knowledge, and skills that are integrated into the learning process. with a scientific approach. The 21st-century learning paradigm has the characteristics and learning models as shown in the following table:

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**21st Century Learning Paradigm**

21st Century Characteristics	Learning Model
Information (available anywhere, anytime)	Learning is directed at encouraging students to find out from various sources of observation, not being told
Computing (faster using machines)	Learning is directed at being able to formulate problems (asking), not just solving problems (answering)
Automation (covers all routine jobs)	Learning is directed to train analytical thinking (decision making) not mechanistic thinking (routine)
Communication (from anywhere, to anywhere)	Learning emphasizes the importance of cooperation and collaboration in solving problems.

(Adapted from the Minister of Education and Culture's Presentation on the 2013 Curriculum)

In the world of education, the teacher is the central figure and always gets to the forefront of his main task. In Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 paragraph (1) it is stated that, the main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students. The same thing was also expressed by Mulyasa (2013: 103):

The teacher is one element that also plays an important role in the educational process. Teachers are professional educators who have the main function as planners (designers), implementers, and learning evaluators. Therefore, good teacher performance is needed in order to create quality education.

The position of the teacher in the world of education certainly has a very large and strategic position and role to improve the quality of education according to the demands of curriculum development, as well as the current global development of science and technology. Therefore, in carrying out their duties and functions, every teacher is required to be able to plan activities related to educational activities, specifically the complete and systematic learning process so that the implementation of the learning process can provide meaning for students through an interactive, inspiring, fun process, challenging, efficient, motivates students to participate actively and provides sufficient space for initiative, creativity, and independence in accordance with the talents, interests, physical and psychological development of students. According to Munif (2011: 150):

A lesson plan is a plan made by the teacher before teaching. A common mistake teachers make is never to make a lesson plan before teaching. The quality of a teacher's learning that begins with making lesson plans will be very different from teachers who do not make lesson plans beforehand.

Based on the observations of researchers in various workshops in several areas including DKI Jakarta, it shows that there are still many teachers who are not careful in developing learning designs with a scientific approach according to the demands of the 2013 curriculum, namely syllabus design and Learning Implementation Plans. The portrait illustrates the low competence of teachers in learning design with a scientific approach according to the 2013 curriculum. This is due to: (1) the difficulty of changing the mindset of teachers in implementing the 2013 curriculum; (2) lack of understanding of teachers in the development of learning design; (3) lack of guidance by relevant stakeholders; and (4) the absence of optimal workshops, technical guidance, or ToT. These various problems can be overcome by maximizing the role and function of the Subject Teacher Conference, so that teachers can design learning with a scientific approach according to the 2013 curriculum.

Based on the above background, the problem that the author is researching is the management of teacher consultations for Buddhist education subject to improve the quality of learning with a scientific approach to produce competent of Buddhist Education teachers and increase the quality of Buddhist education learning. In general, this study aims to identify and analyze the management of Buddhist education teacher deliberation to improve the quality of teaching for Buddhist education for Junior High School teachers in scientific learning design according to the 2013 curriculum in DKI Jakarta Province. Meanwhile, it is specifically studied and analyzed and can obtain an overview related to planning, implementation, supervision, supporting and inhibiting factors, efforts to overcome obstacles, as well as the results of Subject Teacher Conference for Buddhist Education management.

Terry, G. (Sukarna, 2011:3) provides an understanding of management, that "management is a way of achieving the goals that have been set through the efforts of others". The application of management requires a skill/expertise and method/method to achieve the goal. The main goal of an organization is to produce quality products according to the expected quality standards. Quality is the goal and the main agenda of every organizational activity. According to Crosby (Knowles, 2011:10), "quality is following the requirements. Quality is defined in measurable terms and clearly stated to assist the actions the organization takes based on real targets, not on lots, experience, or opinions".

Subject Teacher Consultation is a forum or forum for subject teachers' professionalism activities that function as a means to communicate with each other, learn, exchange ideas, and share experiences to improve teacher performance as practitioners/actors of classroom learning reorientation changes. In its implementation, subject teacher consultation has several standards or provisions in its formation and development, namely: (1) program standards, (2) organizational standards, (3) management standards, (4) facilities and infrastructure standards, (5) financing standards, and (6) quality assurance standards. To achieve the expected goals, these standards are integrated with a management system that is in line with the objectives, namely through management. The management activity program has stages or management steps or management functions, as according to Terry (Siswanto, 2016:15), namely: (1) planning, (2) organizing, (3) actuating, and (4) supervision or control (controlling).

1. Planning according to Terry (Siswanto, 2016:16) is, the 'determination of work that must be carried out by a group of people to achieve goals. Planning is related to decision making from alternatives for success in achieving goals, it is necessary to have analytical skills and see future success by formulating a pattern from a set of actions and resource utilization.
2. Organizing according to Purwanto (2008:17), "is the activities of compiling and forming relationships so that business unity is realized in achieving educational goals and objectives".
3. Implementation/movement according to Terry (Sukarna, 2011: 82), 'is to arouse and encourage members to will and try hard to achieve goals sincerely and in harmony with planning and organizing efforts. There are at least six factors needed for mobilization, namely: leadership, attitude and morals, relationships, incentives, supervision, and discipline.
4. Supervision/control according to Terry (Sukarna, 2011: 110), is a process of determining what must be achieved, what standards are being carried out, assessing implementation, and if necessary making improvements, so that implementation is following the plan, which is in line with standards. (size). Sobahi (2010: 35) gives a different understanding that "supervision is an effort to observe systematically and continuously, record, provide explanations, instructions, coaching and straightening out various things that are not right, as well as correcting mistakes".

### **Method:-**

This study uses a qualitative descriptive method in extracting data through various information according to facts in the field and is analyzed and described according to theories and concepts based on the researcher's point of view. The research was conducted at Education Subject Teacher Consultation for Buddhist Education in Junior High School in three Junior High School in Jakarta Province, and the selected informants were the Head of the Subject Teacher Consultation, Subject Teacher Consultation administrators, and Buddhist Education teachers. Data and information were collected through interviews, observation, and documentation studies according to the research instrument developed by the researcher. In obtaining valid data and information such as in the focus of research, researchers arrange and organize through data reduction, data presentation, and drawing conclusions or data verification.

### **Result and Discussion:-**

#### **Buddhist Education Subject Teacher Consultation Planning**

Planning is the determination of work that must be carried out by a group of people by seeking organizational resources to achieve goals. Buddhist Education Subject Teacher Consultation programs are work that must be achieved in order to increase teacher competence in carrying out the learning process with a scientific approach according to the 2013 curriculum, so as to develop attitudes, knowledge, and skills of students. Buddhist Education Subject Teacher Consultation programs consist of general programs, core programs, and supporting programs according to the standards and indicators of program achievement.

1. The general program consists of (1) vision, mission, objectives, Statutes and Bylaws, (2) Subject Teacher Consultation regulations, (3) teacher professionalism improvement, and (4) short, medium, and long-term plans.

2. The core program consists of routine programs and development programs. The main/routine programs are (1) curriculum/subject analysis; (2) annual program, semester program, syllabus, lesson plans, item analysis; (3) dialogue/discussion of problems in learning; (4) training and mastery of subject matter; (5) exchange experiences among teachers; (6) discussion of Mid-Semester Assessment, (7) Final Semester Assessment, (8) Year-End Assessment, and (9) National Standard School Examination. While the development programs are: (1) Classroom Action Research (CAR), (2) writing scientific papers, (3) seminars, and (4) workshops.
3. Supporting programs consist of (1) training in the field of information technology (IT), and (2) the manufacture of learning media.
4. Program achievement standards are (1) preparation of Graduate Competency Standards - Core Competencies - Basic Competencies analysis, (2) annual program, (3) semester program, (4) syllabus of education units and lesson plans, (5) minimum completeness criteria, (6) analysis of test results, (7) Mid-Semester Assessment, Final Semester Assessment/ Year-End Assessment questions, (8) Mid-Semester Assessment/Year-End Assessment questions, (9) National Standard School Examination questions, (10) enrichment programs, and (11) remedial programs.
5. Indicators of program success that teachers can: (1) design scientific learning designs in the form of the syllabus for education units and lesson plans based on the 2013 curriculum, (2) design and use IT-based learning media, (3) design assessments including grids, (4) the assessment instrument is based on valid and reliable rules for preparing questions, (5) implementing learning assessments and value processing based on the 2013 curriculum, (6) analyzing test results, (7) designing and implementing enrichment programs, and (8) designing and implementing remedial programs.

Buddhist Education Subject Teacher Consultation planning to improve the quality of learning with a scientific approach consisting of general programs, core programs, supporting programs, program achievement standards, and program success indicators. The general program is the result of brainstorming by Subject Teacher Consultation management involving supervisors and senior teachers involved in National Instructors and City Instructors. The core and supporting programs are prepared by involving teachers from the Buddhist Education Subject Teacher Consultation members to prepare the Articles of Association/Budgets, long-term programs, medium-term programs, and short-term programs, which begins with a meeting of the management and members at the Buddhist Education Subject Teacher Consultation secretariat. However, the planned programs have not been fully supported by the planned program activity budget and activity infrastructure.

#### **Buddhist Education Subject Teacher Consultation Program Implementation**

Implementation is to arouse and encourage all group members to will and try hard to achieve goals sincerely and in harmony with planning and organizing efforts, which are driven by the Subject Teacher Consultation chairman. In arousing and encouraging all group members, it is built through socialization, coordination, communication, and motivation. Socialization through meetings, through letters, using e-mail and WhatsApp applications, both to the management and members, as well as to the Buddhist Society Advisor and Buddhist Education Supervisors. This is so that they know the program of activities, as well as provide support, guidance, and supervision in terms of time, place, and budget needs of the activity program according to the program plan and program achievement indicators.

Coordination is formed through an organizational structure to become a driving force for program activities both internally and externally to the Subject Teacher Consultation so that the implementation of an effective program, both in terms of budget and program achievement according to predetermined indicators. Communication is done directly and using the WhatsApp application media. This media is a mainstay in communicating the planning, implementation, and supervision of the program. Motivation by involving the chairperson, supervisors to participate in supervising and guiding, collaborating with Buddhist Society Advisor to provide incentive funds for non-civil servant teachers, involving national and city instructors as the main resource persons on 2013 curriculum implementation, forming teacher workgroups/teams to help each other and motivate each other.

The implementation of the Buddhist Education Subject Teacher Consultation to improve the quality of learning with a scientific approach for Buddhist Education teachers was built through socialization, coordination, communication, and motivation by utilizing the WhatsApp application, routine programs, as well as training activities and workshops, in collaboration with Buddhist Society Advisor, Subject Teacher Consultation supervisors, national instructors and city instructors, as well as the formation of a drafting team or program improvement planners, which has resulted in the achievement of several programs, although some programs have not been implemented. Such conditions are caused by the lack of budget assistance for activity programs, lack of concern, or activeness of

members in each Subject Teacher Consultation internal activity with the minimum number of member attendance at each meeting. In addition, there is also the lack of a supervisory role in fostering teachers in carrying out program activities. Group assignments are often not per the agreed time agreement. The budget assistance from Buddhist Society Advisor that had been disbursed was only used for one activity.

### **Buddhist Education Subject Teacher Consultation Program Supervision**

Supervision is a process of determining what must be achieved, what standards should be or are being carried out, assessing implementation, and if necessary making improvements. Thus, the implementation is in accordance with the plan, which is in line with the standard (measurement). Supervision is a standard that must be monitored and controlled from the activities carried out. Indicators and standards of achievement of the planned program are targets or goals that must be achieved through good supervision so that there is involvement from related elements. The Buddhist Education Subject Teacher Consultation technique in carrying out supervision through supervision and assistance involves administrators in the Buddhist Education Subject Teacher Consultation organizational structure, national and city instructors, school principals, Buddhist education supervisors, and Buddhist society advisors at the Regional Office of the Ministry of Religion of DKI Jakarta Province by utilizing information technology.

The findings of related research results have not achieved several programs optimally due to the implementation of activities that are too short so that the results of the activities are not complete. As a result, the implementation was continued by giving group assignments and the process was slow because; (a) lack of concern for members; (b) the synergy and the business of the members; (c) some teachers are less competent in utilizing computer technology, and (d) lack of supervision and guidance from Subject Teacher Consultation supervisors. While the programs that have not been achieved are due to the lack of budget assistance for activities, the budget assistance from the Buddhist Society Advisor is only for one activity so that other activities are hampered which only rely on member fees. Thus the supervision of Buddhist Education Subject Teacher Consultation to improve the quality of learning through mentoring or supervision techniques, in collaboration with supervisors, Buddhist Society Advisor, forming groups of teachers in an effort to achieve general programs, core programs, and supporting programs according to standards and indicators of program achievement are still experiencing obstacles, both budget, awareness of members, supervision and competence of teachers in the IT field, so that some programs have not been achieved or implemented, and the programs or products produced still have weaknesses.

### **Supporting and Inhibiting Factors of the Buddhist Education Subject Teacher Consultation Program**

The Buddhist Education Subject Teacher Consultation Program activity program has several supporting factors, including (1) Having members of the National Instructor and City Instructor, (2) the existence of incentive funds for non-PNS teachers every month, and (3) having the secretariat building, although not own. While the inhibiting factors are (1) lack of synergy between management, (2) lack of awareness of members about the importance of Subject Teacher Consultation activities, (3) not yet maximal implementation of the program, (4) still weak understanding of some teachers on the implementation of the 2013 Curriculum, (5) lack of budget support for activities, (6) lack of supervision of supervisors, and (7) some teachers lack knowledge of information technology.

### **Efforts to Overcome Barriers to the Buddhist Education Subject Teacher Consultation**

Efforts have been made to achieve the goals according to the achievement standards and indicators of program success, some efforts have been made by the management. These efforts include: (1) communicating and motivating each other through WhatsApp groups and collaborating with Buddhist Society Advisor, (2) empowering members of national instructors and city instructors as resource persons in Subject Teacher Consultation activities and discussion activities, (3) rescheduling discussion and program activities for the following year, (4) sit together in planning future programs and commitment through involvement in every activity, both as a person in charge and as an operational supporter of activities (5) cooperation with the ministry of religion, schools for secretariat buildings, and make mandatory membership dues for program activities.

### **Buddhist Education Subject Teacher Consultation Management Results**

The results of the Buddhist Education Subject Teacher Consultation management to improve the quality of learning with a scientific approach has a good influence on the pedagogic competence and professional competence of teachers although there are still weaknesses, both in terms of products and the implementation of the teacher learning process with a scientific approach, and the results of the national exams of students have increased every year even though not significant. This shows that Subject Teacher Consultation management has had a good influence on the competence of Buddhist Education teachers in implementing the 2013 curriculum starting from

lesson planning, learning implementation, evaluation, and assessment of learning, as well as the average value of National Standard School Examination upon Buddhist Education in 2017 the average value, is 80, in 2018 the average value the average is 81, and in 2019 the average score is 82, this shows that the national exam scores have increased although not significantly.

### **Conclusion and Recommendation:-**

#### **Conclusion:-**

Buddhist Education Subject Teacher Consultationmanagement to improve the quality of learning with a scientific approach has a positive influence on increasing teacher competence in the learning process by increasing the average value of students, although there are still weaknesses in its operations and the products produced.

In particular, the management of Buddhist Education Subject Teacher Consultationto improve the quality of learning with a scientific approach as follows:

1. Planning for the Buddhist Education Subject Teacher Consultationprogram to improve the quality of learning with a scientific approach consists of general programs, core programs, and supporting programs, but the Subject Teacher Consultationprogram planning has not been supported by budgetary resources and infrastructure.
2. The implementation of the Buddhist Education Subject Teacher Consultationprogram to improve the quality of learning with a scientific approach by involving national and city instructors, supervisors, Buddhist educators, and teacher working groups, producing general programs and several routine programs due to lack of member support, but for development programs and supporting programs it has not been able to realize due to the lack of activity budget.
3. Supervision of the Buddhist Education Subject Teacher Consultationprogram to improve the quality of learning with a scientific approach through supervision involving administrators, Buddhist Education supervisors, Buddhist educators, instructors, teacher group leaders, and information technology support, but supervision is not optimal. This happens because of the lack of awareness of members, the weak competence of teachers in the IT field, and the lack of guidance from supervisors. This has an impact on the achievement of the program according to the achievement standards and indicators of program success that are less than optimal or not completed in the allotted time.
4. Supporting factors for the Buddhist Education Subject Teacher Consultationprogram to improve the quality of learning with a scientific approach include having members of the National Instructor and City Instructor, the existence of incentive funds for non-public servant teachers, and having an Subject Teacher Consultation secretariat building. The obstacles are the lack of synergy and awareness of members, understanding of 2013 Curriculum implementation, lack of budget, lack of supervisory guidance, and some teachers' lack of knowledge of information technology.
5. Efforts to overcome the obstacles of the Buddhist Education Subject Teacher Consultationprogram to improve the quality of learning with a scientific approach, namely empowering National Instructors and City Instructors to the maximum, building communication, and collaborating with Buddhist leaders, schools, supervisors, and administrators to build joint commitments.
6. The results of the Buddhist Education Subject Teacher Consultationmanagement to improve the quality of learning with a scientific approach, give positive results on teacher competence and the quality of the learning process, although there are still weaknesses, both in the process and in the resulting product. The teacher carries out preliminary activities, core activities, and closing activities in the learning process by referring to the syllabus and lesson plans developed by the Subject Teacher Consultation. This greatly affects the quality of learning so that the average value of students from 2017-2019 has increased, although not significantly.

#### **Recommendation:-**

For the implementation of Subject Teacher Consultationactivities and the achievement of activity standards and indicators of program success, a joint commitment is needed between the Subject Teacher Consultationchairperson, Buddhist Education supervisors, Buddhist Education teachers, school principals, Buddhist Society Advisor by actively contributing and jointly exploring budget sources so that the Subject Teacher Consultationprogram can run effectively and goal achievement.

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