

MANAGEMENT OF GIRL COMPETENCIES IN IMPROVING THE QUALITY OF EDUCATION GRADUATES

(Qualitative Descriptive Study at Pusdikajen Kodiklatad Bandung)

Rahayu Detik Susilawati

Nusantara Islamic University, Bandung

Email: rahayu.detik@gmail.com

Ulfiah

Sunan Gunung Djati State Islamic University, Bandung

Email: ulfiah@uinsgd.ac.id

Nanang Hanafiah

Nusantara Islamic University Bandung

Email: hanafiah@gmail.com

Achmad Mudrikah

Nusantara Islamic University, Bandung

Email: ach.mudrikah@gmail.com

Abstract

Innovation is a change or an idea that is deliberately created based on changes that are original in nature, modification or collaboration can have physical or behavioral rewards. Innovation in the field of education is not something new to do, in fact, almost every time new things are found to be a method or method used to achieve the vision and mission of education, of course good management is needed to regulate how the use of existing competencies becomes a source of educational strength in education. quality improvement process. In general, the Management of Teaching and Learning Competencies in Improving the Quality of Education Graduates, is oriented towards the vision, mission, and goals that must be realized at a certain time through an analysis of the resources owned by the school, both human resources and other resources, so that the achievement of school goals can be realized. In reality, the Management of Teaching and Learning Competencies in Improving the Quality of Education Graduates is still not effective because it still faces various obstacles, especially human resources and school resources.

Keywords: Innovation, Management of Teaching, Graduates, Learning, Quality of Education.

A. INTRODUCTION

Education plays an important role in increasing the human resources that are owned. Educational development actors seek to raise the degree of quality of Indonesian education so that it can compete in the labor market by adjusting education development itself. Surya (2007: 5) states that education is needed to achieve optimal position and performance at every job done.

In today's era of globalization, development in the field of education has an increasingly important function, especially in preparing qualified Indonesian Human Resources (HR) who are able to compete competitively with other nations. The influence of the development of the strategic environment and globalization which is always dynamic will pose various threats and challenges to survival. This is of course the duty and responsibility of all parties, in this case the TNI, as the main defense tool for the Indonesian State in facing threats and challenges. A ready TNI must of course be manned by professional soldiers who are ready to be used at any time and are able to carry out their duties and responsibilities properly and correctly.

Professional soldiers certainly have the ability and expertise in accordance with their fields, both from a review of knowledge and skills, attitudes and behavior and prime physical condition. In accordance with Law Number 34 of 2004 concerning the TNI, demands the development of changes in the era of industrial revolution 4.0 / 5.0 and globalization, where Lemdik as an education provider needs to carry out innovative developments in the field of Gadik competency management which is more dynamic following the era of developments in technology and information science in all areas field.

Innovation is a change or an idea that is deliberately created based on changes that are original in nature, modification or collaboration can have physical or behavioral rewards. Innovation in the field of education is not something new to do, in fact, almost every time new things are found to be a method or method used to achieve the vision and mission of education, of course good management is needed to regulate how the use of existing competencies becomes a source of educational strength in education. quality improvement process.

The role of Lemdik in developing Gadik competence in the era of industrial revolution 4.0 / 5.0 and globalization to create educational output or output of reliable human resources for soldiers. Starting from the Educational Institution (Lemdik), professional soldiers are trained, nurtured and educated, equipped with various kinds of science and technology (Ilpengtek) through the teaching and learning process (PBM). TNI AD educational institutions play an important role in forming qualified human resources (HR) of soldiers, based on the mental personality of Sapta Marga, the Soldier's Oath, and eight (8) mandatory TNI and supported by the same physical condition. To realize the various competencies that are needed, a management development formula that is relevant to the times is needed, to create professional and superior HR Soldiers. Based on the Decree of the Chief of Staff of the Army Number Kep / 1028 / XII / 2016 dated December 15, 2016 concerning Master Guidelines on Education, that the development of human resources for soldiers must have good and correct and strong standards and policies to support the TNI AD Lemdik, which is oriented towards development patterns. duty as a means of defense.

Education has had a standard education standard, through the implementation of education in stages and continuously continuously and continuously. Education carries out metamorphosis almost all the time by paying attention to and referring to applicable instructions according to the demands of how ideally the TNI AD Lemdik. Some of the problems that exist today are that the available human resources of soldiers are not yet able to fully face the turmoil of future challenges in the era of rapid and competitive information and technology science. The TNI AD

educational institution should carry out the development of innovation, keep pace with various changes and ideas to meet the needs of the TNI posture according to doctrine.

The demands of educational outputs really depend on the readiness of the TNI AD educational institutions which are always broad-minded, have high analytical and study skills, are responsive and professional to solve all the challenges of human resource development. Through the development of the TNI AD Lemdik innovation, a management-based education system is needed, the fulfillment of the 10 components of education where the implementation of education is carried out in an integrated manner through the development of the internal and external environment which is built at any time through evaluation and improvement so as to create superior human resources as expected. Based on the aforementioned background, development in the field of management, especially Gadik competence, requires a more integrated touch to all elements based on modern thinking

Education is a formal system that teaches knowledge, values and various skills. TNI AD Educational Institution which has the duty to prepare TNI Army personnel who are professional in their fields. Both TNI AD and TNI AD PNS education.

The facts on the ground show that the hopes of all TNI AD Soldiers are increasing in the hope of Pusdik's efforts to improve the quality of education in order to form quality TNI AD human resources, because TNI AD Soldiers and TNI AD PNS realize that only the availability of quality human resources will enable the nation and The Indonesian state is able to show its identity, capability, dignity and amidst the turmoil and the influence of globalization that is increasingly broad and complex, which is not left behind in the TNI AD environment.

As a form of fulfilling the Soldier's hopes in improving the quality of education, one of the components of education is that the teaching staff (Gadik) has a very central role in the learning process at every level, from basic education to upper command education.

In the context of carrying out these duties, the TNI AD seeks to create strength development aimed at organizational objects, personnel, work discipline, management, material, facilities, services, systems and methods as well as budget.

In the field of personnel development, the TNI AD must continue to improve the capabilities of its personnel through the implementation of education and training which is carried out gradually, continuously and gradually. Thus, the role of educational institutions under the Indonesian Army has a significant role in this, one of which is the Pusdikajen Kodiklatad in Bandung.

The Kodiklat TNI AD or the Doctrine, Education and Training Guidance Command is the Main Command for guidance that is directly under the Kasad located in Bandung as the center of education, the root of the problem is in the field of education, especially Human Resources as Educators (Gadik), the quality of education at every level and educational unit, especially at the Pusdikajen Kodiklatad, it really needs to be improved. In this regard, the Management of Teaching and Learning Competence Improvement has an important role in adapting to the demands of the dynamic development of life.

Based on the results of preliminary observations carried out by researchers at the Pusdikajen Kodiklatad in Bandung, the competence of educators is not optimal, resulting in a lack of quality educational graduates, as a result of the presence of teachers who have low competence. This can be seen from the symptoms of Educator (Gadik) problems as follows: a. Lack of awareness of Educators to increase personal integrity and professionalism through enhancement and abilities that are in accordance with current technology and conditions This can be seen in the low motivation of educators in preparing themselves to attend education, such as increasing the level of school strata, S1 to S2, S2 to S3, learning media and educational infrastructure.

Starting from the above background, the researcher felt the need to write down the research in the form of a journal article entitled "Competence Management for Teaching and Learning in Improving the Quality of Education Graduates at Pusdikajen Kodiklatad Bandung.

To answer the above problems, the authors use several theories, which become Raw Input or basic input, which is the teacher as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Instrumental Input is input whose presence and use is arranged to achieve the expected goals, curriculum, sanpras, costs, human resources. Environmental Input (environmental input) is input that comes from outside (the environment), namely the family environment, religious community, social and cultural, economic, political, process is a cycle of several groups of basic activities that are integrally related which are carried out in the management of Gadik competencies in improving the quality of graduates. education, the output (output) produces quality teachers, the outcome (influence / impact) if the teacher is of good quality so that the teacher is professional and is even able to produce quality graduates. Feedback on the realization of Gadik Competency Management in Improving the Quality of Education Graduates.

B. METHOD

The method used in this research is a qualitative method with a variety of case studies. The problems that will be studied in this study use qualitative methods, which aim to find, analyze and manage direct events in the field by understanding social interactions with interviews and observations.

According to Sugiyono qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions (experiments) where researchers as instruments, data collection techniques and in qualitative analysis emphasize more on meaning (Sugiyono, 2010 : 213).

C. RESULT AND DISCUSSION

The objectives and programs of the Danlemdik are to improve the Competence of Teachers in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung.

Program / Planning is nothing but an activity to set goals to be achieved along with ways to achieve these goals Handoko suggests,

Planning (planning) is the selection or setting of organizational goals and determining the

strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve the goals. Much decision making is involved in this function (Handoko, 1995 : 4).

The importance of planning researchers argue that planning is to provide a clear direction for each activity, so that each activity can be endeavored and carried out efficiently and effectively. As has been stated by Handoko who has stated the nine benefits of planning, namely (David, 2006):

- 1) Helping Management to Adjust to Environmental Changes;
- 2) Assist in Crystallization of Conformity to Major Problems;
- 3) Allows Managers to Understand the Overall Picture;
- 4) Helping Assignment of Responsibilities More Appropriately;
- 5) Providing Methods of Giving Orders to Operate;
- 6) Facilitate Coordination Between Various Organizations;
- 7) Make Goals More Specific, Detailed and Easier to Understand;
- 8) Minimizing Uncertain Work
- 9) Save Time, Effort and Funds.

Activities in the Planning Function:

- 1) set goals and targets;
- 2) formulating strategies to achieve these goals and targets;
- 3) determine the resources required; and
- 4) establish standards / indicators of success in achieving goals and targets.

Boone and Kurtz (1984) state that: planning may be defined as the process by which managers set objectives, asses the future, and develop a course of action designed to accomplish these objectives (Tripathi et al., 1984). Handoko argues that: Program (planning) is the selection or setting of organizational goals and determining strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. Much decision making is involved in this function. The importance of the program is to provide clear directions for each activity, so that each activity can be endeavored and implemented efficiently and effectively (Handoko, 1995 : 11).

This is in making the program which is a form of school management. Therefore, with the implementation of a good program process with the aim that the teacher / student can work well, so that students are happy with the lessons at school so that the lessons become quality.

The process of establishing the formulation of goals by analyzing the results of tests, carrying out learning evaluations, besides having goals, the school also formulates strategies for setting these goals and targets.

The strategy prepared by Danlem includes:

- 1) Pass the competency test.
- 2) Attended training and passed well.
- 3) Attending seminars held by other organizations / outside the school.
- 4) Read books related to lessons.

While the targets to be achieved, among others:

- 1) The score of the average test scores of students increases.

- 2) The quality of students is getting better.
- 3) Teaching Competency Test.
Determine the required resources
 - 1) Things that are owned are such as libraries, students reading in the library invite students to study in the library, teacher students resume books in the library.
 - 2) Laboratory, besides being implemented mainly in the laboratory for learning facilities, learning media, ICT.

The program for improving the performance of teachers to produce quality learning at Pusdikajenad in Lembang has been structured quite well and systematically, but its implementation still faces several obstacles. Some of the obstacles faced by the school as managers and managerial policy makers are on teacher resources. There are still teachers who do not complete learning tools and use learning methods that are not in accordance with the learning theme which results in the quality of learning itself.

Implementation of Danlemdik to improve the Competence of Teachers in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung.

Activities Implementation / implementation (actuating) school programs as described reflects the vision and mission of the school, school management systems and work procedures at the level of professionalism of school managers and the level of responsibility and participation of stakeholders. Of the entire series of management processes, implementation / actuating is the most important management function. In the program and organizing functions are more related to abstract aspects of the management process, while the actuating function emphasizes activities that are directly related to people in the organization, in this case, Terry argues that:

“Actuating is an effort to move group members in such a way that they want and try to achieve the company's goals and the goals of the company members because these members also want to achieve these goals. (Terry, 2010: 50)”.

From the above definition, actuating is nothing but an effort to make the Program a reality, through various directives and motivations so that each personnel can carry out activities optimally in accordance with their roles, duties and responsibilities. The important thing to note in this actuating is that an employee will be motivated to do something if 1) feels confident that he will be able to do something; 2) believe that the job provides benefits for him; 3) not being burdened by personal problems or other more important or urgent tasks; 4) the task is a trust for the person concerned; and 5) the relationship between friends in the organization is harmonious (Kasmir, 2018).

Activities in the Movement Function (actuating)

- 1) Implementing the process of leadership, mentoring, and providing motivation to the workforce so that they can work effectively and efficiently in achieving goals;
- 2) Provide regular assignments and explanations regarding work;
- 3) Describe the established policies;

In connection with the implementation of school programs so that they run smoothly and effectively, the Danlemdik efforts carried out are based on principles:

- 1) There is a good understanding of the program by involving all school staff by giving roles and assignments proportionally and professionally.
- 2) Readiness and high commitment from all elements involved in program implementation.
- 3) There is a clear division of tasks from Danlemdik.
- 4) The existence of effective supervision of program implementation.
- 5) Always try to find solutions to any obstacles found in the implementation of the program.
- 6) There is good and honest accountability for the implementation of school programs.
- 7) In implementing the teaching and learning activity program at Pusdikajenad, Danlemdik took several actions, namely:
 - a) Providing motivation to the teacher in the form of fulfilling the needs of various kinds of equipment or media to support the teaching and learning process as well as giving awards with words, gifts and other forms of recreation. Formally, a high-performing teacher is proposed for a reward in the form of a promotion in accordance with official regulations. Such as the ease of continuing education, promotion, and other prizes. With regard to motivation, it also provides input to the Danlemdik to provide opportunities for students to continue their studies to a higher level, attend training and seminars. In line with the direction from the upper command / supervisor to give rewards to Gadik.
 - b) Providing coaching to the teacher by involving in seminars, education and training, conducting internal discussions, providing books of knowledge resources and improving the competence of teachers in a professional manner.
 - c) Development carried out by Danlemdik in improving the performance of Gadik in Pusdikajenad, namely by providing opportunities for Gadik to improve their competence both formally and informally. Meanwhile, to develop the learning process itself, namely the addition of facilities and infrastructure that support the teaching and learning process in schools, as well as optimal use of available facilities and infrastructure and the development of participatory, active, creative, effective, and fun learning models (Pakem).

Implementation of the Danlemdik to improve the Competence of Teachers in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung has been going well. This can be seen in the activity of implementing (actuating) school programs as explained by Danlemdik reflecting the vision and mission of the school, the system and work procedures of school management at the level of professionalism of school management and carried out based on principles. There is a good understanding of the program by involving all school staff by giving roles and assignments proportionally and professionally. However, the implementation of Danlemdik is to improve the Competence of Teaching and Learning in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung. has not paid attention to the resources owned.

Evaluating Danlemdik to improve Gadik Competency in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung

Danlemdik as a leader in the organization of course after having a program. carry out in an organized manner, then to find out to what extent the program's success is conducted an evaluation. Evaluation to measure the degree of success of the program. In this regard, the implementation of the evaluation carried out by Danlemdik includes all components of the school activity program, both short term, medium term and long term.

In addition, the evaluation activities carried out by the Commander / Danlemdik, also on the running of the school organization. And the results of this evaluation will then coordinate with the relevant agencies, the results of which can be used as material for improving the implementation of school work programs in the future.

Supervision (controlling) is a management function that is no less important in an organization. All previous functions, will not be effective without a supervisory function. In this case, Boone and Kurtz (1984) provide a formulation of supervision as: "... the process by which managers determine whether actual operation are consistent with plans" (Tripathi et al., 1984).

Meanwhile, Mocker as conveyed by Handoko (1995) suggests a definition of supervision which contains essential elements of the supervisory process, that: "Management supervision is a systematic effort to establish implementation standards with program objectives, design a feedback information system, compare real with predetermined standards, determine and measure deviations, and take necessary corrective actions to ensure that all company resources are used in the most effective and efficient manner in achieving company goals " (Handoko, 1995).

Thus, supervision is an activity that seeks to control so that implementation can run according to plan and ensure whether organizational goals are achieved. If there is a deviation, where is the deviation and what actions are needed to overcome it. Furthermore, Handoko also stated that the supervision process has five stages, namely:

- 1) Determination of implementation standards;
- 2) Determining the measurement of the implementation of activities;
- 3) Measuring the implementation of real activities;
- 4) Comparison of the implementation of activities with standards and analysis of irregularities; and
- 5) Taking corrective action, if necessary (Arikunto, 2004).

The supervisory function is a process carried out to ensure that the entire series of activities that have been planned, organized and implemented can run according to the expected targets even though various changes are encountered.

Activities in the supervisory and control function:

- 1) Evaluating the success in achieving goals and targets according to predetermined indicators;
- 2) Taking steps to clarify and correct any deviations that may be found;
- 3) Carry out various alternative solutions to various problems related to the achievement of objectives in Management Functions. The management functions

mentioned above interact and are interconnected with one another, resulting in what is called a management process. Thus, the management process is actually a process of interaction between various management functions (Mangkunegara, 2015).

The implementation of management is closely related to the implementation of the management functions themselves. These management functions are: accommodating activity sources; Program (planning), organizing, actuating, controlling. Accommodation of natural resources, human resources and other resources such as; physical, financial, facilities and the like aim to move people to want to participate in achieving common goals. When associated with the implementation of the education management function with system activities, the scope of its application includes the accommodation of resources that support learning activities as the core of achieving educational goals (Stufflebeam & Coryn, 2014).

In the system, the components of the management of educational activities include the components of input, process, output and outcome (impact). Input is closely related to instrument input and raw input, instrument input, which includes all sources and facilities that make it possible for a person or group to carry out learning activities. These inputs include managerial objectives, curriculum, Danlemdik as executor of management and advisors, other sources, media, costs and program management.

Raw input is the teacher with the characteristics it has, including the characteristics related to internal factors including cognitive structure, experience, attitudes, interests, skills, the need to advance to be the main target in improving education. As well as characteristics related to external factors, such as the condition of the family in terms of economy, education, costs and learning facilities as well as the ways and habits of the teachers in carrying out learning. Environmental input is an environment that supports and encourages the continuation of educational programs which include the family environment, the Gadik family, the work environment, and the surrounding environment. The process involves the interaction between input facilities, especially managerial implementation with raw input, namely management target teachers, this process consists of management function activities, guidance and guidance, as well as evaluation of activities, this managerial process is carried out independently and the output group, namely Assisted teacher training accompanied by the quality of behavior change obtained through the managerial process (Afifudin, 2014).

This change in behavior includes cognitive, affective and psychomotor domains. Other input, which is the power of other support such as facilities, work atmosphere, partnerships, funding issues and the like are expected to be able to encourage the professional ability of the results of managerial efforts from Danlemdik. ability both in changing attitudes, changes in knowledge, and behavior in routine learning activities at school and in normal daily life.

Educational management is a system for managing and structuring educational resources, such as education personnel, students, society, curriculum, funds (finance), educational facilities and infrastructure, education management and environment. The series of activities are sequential and related so that one activity becomes a requirement for other activities. The series of activities described by Terry are: planning, controlling, organizing, and actuating (Terry, 2010 : 4).

Implementation of program evaluation activities carried out by Danlemdik is carried out periodically, based on the results obtained during the implementation of school activities. The next stage, the school's accountability reports every year at a plenary meeting with the parents of students.

The education evaluation system implemented at Pusedikajenad refers to class-based assessments that emphasize the principles of sustainability and meaningful learning evaluation. Competency testing which includes written tests (cognitive), performance tests (psychomotor), and observations of attitudes (affective) is an educational evaluation system that guarantees the production of competitive quality graduates. Monitoring and evaluation is carried out by Danlemdik by studying the evaluation reports from all the instructors, who then follow up with the provision of the necessary facilities and media, and provide guidance to the students to make reports and evaluations of students related to the learning outcomes of students. Danlemdik efforts to improve the competence of teachers and the quality of education graduates that have been achieved at Pusedikajenad.

Based on the application of management functions (program, organization, movement, evaluation / supervision) carried out by the Danlemdik Pusedikajenad. In the implementation of improving the competence of teaching and learning carried out by Danlemdik, it refers to the program, namely the emphasis is given to the ability of teachers to increase their teaching effectiveness, overcome practical problems in the management of the teaching and learning process, provide opportunities to participate in further education, provide encouragement and facilities in developing creativity for the sake of improving the quality of the learning process, coaching and enhancing the competence of teacher-instructors are carried out in a pokgadik forum. Likewise, the Gadiks mentioned that the efforts of Danlemdik in improving the competence of the Gadiks were as follows:

- a. Provide an equal portion of work according to the skills and knowledge they have.
- b. Provide freedom for students to improve their education or the opportunity to pursue higher education.
- c. Providing opportunities for students to take part in lectures and seminars.
- d. Provide encouragement and work motivation to teachers by 1) Providing an overview of the programs that have been achieved by the school; 2) Provide an overview of school programs that have not been achieved; and 3) Providing examples of schools that have successfully implemented their work programs.
- e. Provide opportunities for all teachers to try to occupy positions in the school organization on a rotating / periodic basis.
- f. Approach Gadik, both individually and in groups,
- g. Conduct evaluation of Gadik activities through:
 - 1) Asking the teacher about how far the learning material has been delivered;
 - 2) Asking the teacher about the percentage of learning outcomes achieved by students (student absorption).

Danlemdik, to improve the Competence of Gadgets in Producing Quality Education Graduates at the Pusedikajen Kodiklatad Bandung, shows that the students have carried out their duties in accordance with the ideal demands because there are no complaints from students regarding

the services provided by the students and the teacher's performance is high. The high performance of teachers at Pusdikajenad, the performance of Gadik is seen from discipline such as being on time to enter teaching, not leaving students before the teaching time runs out, attendance is good, grades are paid on time, teaching with various methods, and participating in these other activities. All caused by the various efforts of Danlemdik management in the Program, implementation / movement and effective evaluation. Indirectly, it can improve the competence of the teacher and its output, namely the improvement of the quality of students from these graduates, the academic achievement achieved is quite good with 100% of the overall graduates. While many non-academic achievements also stand out, there are no violations committed by students.

Evaluation of the Danlemdik to improve the Competence of Teaching and Learning in Producing Quality Education Graduates at the Pusdikajen Kodiklatad Lembang Bandung is carried out in a series of planned activities covering all components of school activity programs, both short term, medium term, and long term by being used as material for improving the implementation of school work programs in the future. . However, the evaluation conducted by Pusdikajenad has not been followed up with new programs according to needs.

D. CONCLUSION

1. The objectives and programs of the Danlemdik are to improve the Competence of Teaching and Learning in Producing Quality Education Graduates at the Pusdikajen Kodiklatad has been structured quite well and systematically, but its implementation still faces several obstacles. Some of the obstacles faced by the school as manager and managerial policy maker are on female resources. There are still girls who have not completed the learning tools and use learning methods that are not in accordance with the learning theme which results in the quality of the learning itself.
2. Implementation of the Danlemdik Goals and Programs to improve the Competence of Teachers in Producing Quality Education Graduates at Pusdikajen Kodiklatad Lembang Bandung, has been going well. This can be seen in the activity of implementing (actuating) school programs as explained by Danlemdik reflecting the vision and mission of the school, the system and work procedures of school management at the level of professionalism of school managers and carried out based on the principles of a good understanding of the program by involving all school staff by giving roles and duties proportionally and professionally. However, the implementation of increasing the Competence of Teaching and Learning in Producing Quality of Education Graduates has not paid attention to the resources that are owned.
3. Evaluation of problems implemented in improving the Competence of Teaching and Learning to Produce Quality Education Graduates at Pusdikajen Kodiklatad. carried out in a planned series of activities covering all components of the school activity program, both short term, medium term, and long term by being used as material for improving the implementation of school work programs in the future. However, the evaluation has not been followed up with innovative programs according to needs.

4. Solutions and future efforts of Lemdik to improve Gadik Competence in Producing Quality Education Graduates at Pusdikajen Kodiklatad Bandung. has been achieved as expected. This is evidenced by the graduation rate which reaches 100% each year. with the level or level of good and bad the learning process. Indicators of the quality of learning can be seen, among others, from teacher educator's behavior, student behavior and impact of student learning (student behavior), learning climate, learning materials, instructional media, and learning methods. So that the quality of learning in question is the active participation of students and student learning outcomes with increased achievement and good attitudes. However, the measured student achievement is still focused on the attainment of knowledge (cognitive) and does not reflect other aspects such as social and emotional intelligence.

References

- Afifudin. (2014). *Dasar-dasar manajemen*. Alfabeta.
- Arikunto, S. (2004). *Dasar-dasar Supervisi*. Rineka Cipta.
- David, F. R. (2006). *Manajemen Strategis (Edisi Sepuluh)*. Penerbit Salemba Empat.
- Handoko. (1995). *Manajemen*. BPFE.
- Kasmir. (2018). *Manajemen Sumber Daya Manusia (Teori dan Praktik)*. PT Raja Grafindo Persada.
- Mangkunegara. (2015). *Evaluasi Kinerja SDM*. Refika Aditama.
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation Theory, Models, and Applications*. Jossey-Bass.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Terry, G. R. (2010). *Prinsip-Prinsip Manajemen*. PT. Bumi Aksara.
- Tripathi, P. C., Kurtz, D. L., & Boone, L. E. (1984). *Principles of Management*. Tata Mcgraw Hill.