

EFFORTS TO IMPROVE THE COMPETENCE OF UPPER CLASS TEACHERS IN MAKING SUBJECT PROBLEMS THROUGH TEACHER'S GROUP WORK AT SDN 3 TABONGO GORONTALO

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Abstract

Improving the teacher's ability to make subject tests is part of the skills that need to be mastered by the teacher in learning. The ability to make subject tests needs to be done as an effort to assess learning activities. Efforts made by the teacher in making subject tests are carried out as a strategy to find out the progress of student learning and to assess their success in teaching students

Keywords : competency, work group.

INTRODUCTION

In the context of learning evaluation, making subject tests has several objectives, including the following: 1). To determine student learning progress after participating in learning activities within a certain period of time. 2). To determine the effectiveness of learning methods. 3). To determine the position of students in the group. And 4). To obtain input or feedback for teachers and students in the framework of improvement.

In carrying out educational evaluation it should be carried out in a systematic and structured manner. As previously stated, educational evaluation broadly involves 3 elements, namely input, process and output. If the process carried out does not reflect on these 3 elements, it is feared that the results described by the evaluation results will not be able to describe the actual picture that occurs in the learning process. The steps in carrying out educational evaluation activities in general are as follows: a. planning (why do we need evaluation, what is to be evaluated, what is the purpose of the evaluation, what technique is to be used, who is to be evaluated, when, where, preparation of instruments, indicators, what data to extract, etc.) b. data collection (tests, observations, questionnaires, and so on according to the purpose) c. data verification (instrument test, validity test, reliability test, etc.) d. data processing (interpreting the data collected, qualitative or quantitative, whether to be processed with statistics or non-statistics, whether with parametric or non-parametric, whether manually or with software (eg: SAS, SPSS) e. data interpretation, (interpreted through various test technique, ends with hypothesis testing rejected or accepted, if rejected why? If accepted why? What is the significance level?) interpret the data continuously with the aim of evaluation so that a causal relationship will appear. generated by that evaluation.

The results of the observations showed that some of the teachers at SDN 3 Tabongo , Gorontalo District were not optimal in making subject tests. The tendency is that the subject tests prepared by the teacher are not in accordance with the rules of writing questions. Teachers are generally less able to distinguish between multiple choice questions and essays. This difficulty is caused by the teacher's lack of understanding of the operational words used.

The condition of the teacher's low ability to make subject tests makes the tests compiled unable to measure students' abilities in learning. In this context the teacher cannot interpret the learning activities carried out because the results obtained from the learning activities are less substantial because they use the wrong measuring instrument.

THEORETICAL STUDY

The Nature of Subject Tests

Subject tests are part of an effort to assess student success in learning the basic competencies being taught. Subject tests are part of the evaluation activities carried out as feedback on the learning process carried out by the teacher.

Related to the notion of evaluation According to Sudirman (2009:23) that the word evaluation comes from the English language evaluation which means assessment or assessment, while according to the meaning of the term evaluation is a planned activity to find out the state of an object using instruments and the results are compared with benchmarks to obtain conclusion. Evaluation implies: an action or a process to determine the value of something. The purpose of educational evaluation is the activity or process of determining the value of education, so that the quality or results can be identified. In the assessment process, a comparison is made between the information that has been successfully collected with certain criteria, to then make a decision or formulate a certain policy. The criteria or benchmarks that are held are none other than the goals that have been determined in advance before the educational activities are carried out.

From the aspect of implementation, Evaluation is the entire activity of collecting data and information, processing, interpreting, and considering to make decisions. Evaluation is an activity or process to measure and then assess to what extent the objectives that have been formulated can be implemented. Evaluation is the process of understanding or giving meaning, obtaining and communicating information for the guidance of decision makers.

From the description above it can be concluded that the meaning of evaluation is: 1) It is an activity that is planned carefully. 2) The activity in question is an integral part of education, so that the direction and objectives of the evaluation must be in line with educational goals. 3) Evaluation must have and based on success criteria, namely the success of: a) student learning, b) teaching teachers, and c) teaching programs. 4) Evaluation is a test, so evaluation is carried out throughout the educational and teaching program activities. 5) Evaluation is positive, namely encouraging and developing students' learning abilities, teachers' teaching abilities and perfecting teaching programs. 6) Evaluation is a tool (the means) not the end (the end) that is used to assess whether the development process is running properly? 7) Evaluation is a very important part of a system, namely the teaching system to find out whether the system is good or not. some of the formulations above can be defined that evaluation is a series of systematic activities carried out in order to find out whether an educational activity has been carried out in accordance with the stated goals or not. The technical implementation of the evaluation includes determining the object to be evaluated, determining the instrument that matches what will be evaluated, measuring the evaluation object, collecting data from the measurement results, processing the data obtained from the measurement results. Based on the measurement data, it can be used as a recommendation that can be used as a basis for making decisions

The Nature of Group Guidance

Group guidance is one of the guidance techniques carried out to improve the ability of certain people in each group. Regarding the notion of guidance, many opinions have been expressed by experts including Natawidjaya (in Yusuf and Nurihsan, 2006: 6) who argues that guidance is a process of providing assistance to individuals that is carried out on an ongoing basis, so that the individual can understand himself that he is able to direct himself and can act fairly in accordance with the demands and circumstances of the school, family and community environment and life in general. Thus he will be able to enjoy the happiness of his life and be able to make a meaningful contribution to the life of society in general. Surya (1988:12) argues that guidance is a continuous and systematic process of providing assistance or services from the mentor to the mentee in order to achieve optimal development and adjustment to the environment.

Oemar Hamalik, (2000: 193) defines guidance as helping individuals to know themselves and so that individuals can recognize and be able to solve the problems they face in their lives. Guidance can also be interpreted as a continuous process to help individual development. in order to develop his capacity to the maximum to obtain the maximum benefit, both for himself and for society.

From some of the opinions above, it can be drawn an essence that guidance in this research is a form of assistance given to individuals so that they can develop their abilities as optimally as possible, and help students to understand themselves (self-understanding), accept themselves, orient *themselves*. and realize himself. Meanwhile, related to the notion of guidance, Yusuf and Nurihsan (2006:6) suggest that guidance is a form of helping relationship. The meaning of assistance here is as an effort to help other people so that they are able to grow in the direction they choose, are able to solve the problems they face and are able to deal with the crises they experience in their lives.

Prayitno, 1997:106 defines guidance as a process of giving through guidance interviews by an expert to individuals who are experiencing a problem that leads to overcoming the problems faced by the client. The two opinions above show that guidance is an effort of assistance given to someone so that he gains self-concept and self-confidence, to be used by him and to improve his behavior in the future. From this understanding, the author can convey the main characteristics of guidance, namely: (1) assistance from an expert, (2) the process of providing assistance is carried out through guidance interviews, (3) assistance is given to individuals who experience problems in order to obtain self-concept and confidence in solving problems in order to improve his behavior in the future. If reviewed in depth, there are at least three main reasons behind the need for guidance, namely general review, socio-cultural and psychological aspects. In general, the background for the need for guidance is closely related to the achievement of national education goals, namely: improving the quality of Indonesian human resources, namely people who believe and fear God Almighty, have noble character, have personality, discipline, work hard, be tough, be responsible, independent, intelligent and skilled as well as physically and spiritually healthy. To realize this goal, of course, it is necessary to integrate all existing components in education, one of which is the guidance component. When examined from a socio-cultural angle, the background to the need for the guidance process is the rapid development of science and technology that has an impact on every dimension of life. This is further exacerbated by the high rate of population growth, while the rate of employment remains relatively steady. According to the MKDK IKIP Semarang Team (1990: 5-9) there are five things underlying the need for guidance services in schools, namely: (1) individual development problems, (2) individual differences problems, (3)

individual needs problems, (4) adjustment problems self and behavioral disorders, and (5) learning problems.

The five things above are very principle things to pay attention to in the implementation of group guidance. This condition is given that group guidance services are closely related to the implementation of the five activities.

Make Subject Tests

Services will achieve optimal results if managed properly. This shows the need for group guidance management activities so that it contributes to the implementation of ideal guidance activities. Nurihsan (2005:39) suggests aspects of management or management of group guidance services as follows:

1. Program Planning and Time Arrangement for Group Guidance Implementation

Group guidance planning is very important to do so that group guidance activities can run optimally. In relation to planning group guidance at school there are several important aspects to be carried out as follows: a) analysis of student needs and problems, b) determination of the goals of the group guidance service program to be achieved, c) analysis of situations and conditions in schools, d) determination types of activities to be carried out, e) determination of methods and techniques to be used in activities, f) determination of personnel who will carry out the specified activities, g) preparation of facilities, costs of carrying out planned guidance activities and h) estimates of the obstacles that will be encountered and what efforts will be made in overcoming the obstacles. (Nurihsan (2005:40-41) Another thing that needs to be considered in planning group guidance is the time factor. In this planning the supervising teacher must be able to manage the time to compile, implement, assess and analyze and follow up on group guidance activity programs. Each group guidance activity carried out must include the elements mentioned above, namely group guidance, types of services or supporting activities, and the stages of their implementation. Thus each group guidance activity is a three-dimensional form of the sub-elements of the service/support sector for that stage.

2. Organizing Group Guidance

Organizing group guidance activities includes various matters related to the duties of school personnel in group guidance activities. Regarding the duties of each school personnel in group guidance services, the following are stated:

a) Researchers, as those in charge have the following tasks: 1) coordinate all educational activities which include teaching, training and guidance in schools, 2) provide, complete the facilities and infrastructure needed in group guidance activities in schools, 3) provide convenience for the implementation of the program group guidance at school, 4) make observations on making subject tests, 5) appoint a supervising teacher coordinator who is responsible for coordinating making subject tests based on an agreement with the supervising teacher, 6) making a supervising teacher assignment letter in the group guidance process at school, 7) prepare a statement letter to carry out group guidance activities as a material for proposing credit points for supervising teachers.

b) The Coordinator of Supervising Teachers (educators) has the following tasks: 1) coordinating supervising teachers in disseminating guidance services, compiling programs, implementing programs,

administering guidance activities, assessing programs, and conducting follow-ups, 2) making suggestions to supervisors and ensuring the fulfillment of staff , facilities and infrastructure, 3) accountability for the implementation of guidance activities to supervisors

c) Supervising teachers (Educators) duties are: 1) socialize guidance activities, 2) plan guidance programs, 3) carry out preparations for guidance activities, 4) carry out guidance services to a number of students who are the responsibility of a minimum of 150 students, 5) carry out guidance support activities, 6) assess the process and results of guidance service activities, 7) analyze the results of the assessment, 8) carry out follow-up based on assessment analysis, 9) administer group guidance activities, 10) be accountable for tasks and activities to the supervising teacher coordinator

d) Subject teachers; their duties are 1) to help socialize guidance services to students, 2) to collaborate with supervising teachers in identifying students who need guidance, 3) to transfer students who need guidance to supervising teachers, 4) to make follow-up efforts for guidance services (remedial programs and enrichment programs) , 5) provide opportunities for students to obtain guidance services from supervising teachers, 6) help collect information services needed in the context of evaluating guidance services and 7) participate in group guidance service programs.

3. Direction, Supervision and Assessment of Group Guidance Activities

Direction, Supervision and Evaluation of Group Guidance Activities is needed to evaluate the success in implementing group guidance activities

RESEARCH METHODS

This research was conducted at SDN 3 Tabongo, Gorontalo District, Gorontalo Province. The determination of the research location was based on the consideration that this school is a school that is my responsibility. The research was conducted for 3 (three) months, from July 2019 to September 2019. The subjects in this study were teachers at the school, SDN 3 Tabongo, Gorontalo District, Gorontalo Province. The research was carried out bearing in mind that the teacher's ability to make tests was not optimal. Therefore the researcher views that the teacher's ability to make tests needs to be improved through the implementation of group guidance.

For get accurate data in study This used model data collection as following :

a. Observation.

Technique This done by doing _ observation to the process of increasing the ability of teachers in making subject tests with use guidance group .

b. Documentation

Technique documentation done For collect data with see document ability Teacher in make subject tests. Data analysis technique used in study This is with describe in detail planning, implementation , observation as well as results implementation action every cycle so that a clear picture is obtained about results study

This class action research procedure is described in the following cycle:

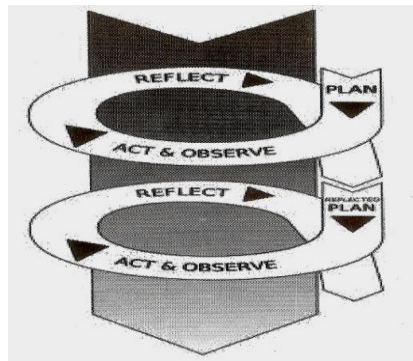


Figure 1: PTS Cycle 2008, Sukamto et al)

RESEARCH RESULTS AND DISCUSSION

Description Results Study

Study This carried out at SDN 3 Tabongo , Gorontalo District, Gorontalo Province. Activity study done as effort For increase ability class teachers _ in carry out make a test so reach level quality optimal guidance . _ Related results implementation Research that has held at SDN 3 Tabongo head of Gorontalo district, Gorontalo province :

1) Preliminary Observation Activities

Before the researchers carried out the research activities, preliminary observation activities were carried out to see the real conditions regarding the teacher's ability to make subject tests at school . Results observation related teacher's ability to make eye test lesson on observation beginning shown in the table below this :

Table 1. The Ability of SDN 3 Tabongo Teachers in Making Preliminary Observation Tests

Criteria Aspects assessed	Good	Enough	Not good
Ability to analyze basic competencies in the curriculum	-	√	-
Ability to analyze student characteristics		√	-
Ability to analyze and study how to make subject tests	-	-	√
Ability to design subject tests	-	-	√
Ability to validate subject tests	-	-	√
Ability to identify and test subject tests	-	-	√
Ability to analyze subject test results			√
Amount	0	2	5
%	0	28.57%	71.43%

Information:

Good
Score 85 – 100

Enough
Score 60-84

Not good
Score < 59

Table 1 above shows that the ability of SDN 3 Tabongo teachers to make tests is very low. This is indicated by the low ability of teachers to master the components of making subject tests. Of the 2 main components that are expected to be mastered by teachers, there are only 2 components (28.57% which can be mastered by teachers in the sufficient category), namely: the ability to analyze basic competencies in the curriculum and the ability to analyze the characteristics of the students being tested.

While the other 6 components are: 1) ability to analyze and study how to make subject tests, 2) ability to design subject tests, 3) ability to validate subject tests, 4) ability to identify and test subject tests, and 5) the ability to analyze subject test results, has not been implemented properly

Based on the findings from the initial observation activities, cycle I activities were carried out with a focus on efforts to improve and increase the teacher's ability to make subject tests. The implementation of activities to improve the teacher's ability to make subject tests is carried out using group guidance.

2) Cycle I Activities

Cycle 1 activities are carried out in the following stages

a. Planning

Planning activities are carried out by:

- a) Compile sheet observing and doing observation beginning to subject research .
- b) Compile timetable guidance group with Teacher refers to the improvement of 7 components indicator make eye test lesson For increase ability Teacher –class teacher in make a test .
- c) Do activity guidance group consistently _
- d) Do repair and construction to Teacher in accordance with problems encountered _
- e) Facilitate For increase ability teachers at SDN 3 Tabongo in make subject tests .

b. Implementation

The implementation of cycle I actions was carried out by carrying out group guidance activities. The focus of group guidance is on improving the ability of class teachers make a test. Process guidance group that did refers to the plans that have been formulated . As for step implementation guidance group in cycle I is as following :

- 1) Researchers as school principals make observations and coaching on the ability to analyze basic competencies in the curriculum
- 2) Researchers as school principals make observations and coaching on the ability to analyze student characteristics
- 3) Researchers as school principals make observations and coaching on analytical skills and study how to make subject tests
- 4) Researchers as school principals make observations and coaching on the ability to design subject tests

- 5) Researchers as school principals make observations and coaching on the ability to validate subject tests
- 6) Researchers as school principals make observations and coaching on the ability to identify and test subject tests
- 7) Researchers as school principals make observations and coaching on the ability to analyze subject test results

c. Reflection

Reflection is carried out on group guidance activities carried out . At this stage the results that have been obtained from the observation and evaluation stages are collected and analyzed together between observers and teachers, qualitatively. From the results of this analysis the teacher can reflect on himself by looking at the observation data of the activities carried out to find out the success that occurred during the group guidance process.

From the observations, it was obtained that the percentage of achievement of the teacher's ability to make cycle I subject tests is shown in the following table:

SDN 3 Tabongo teachers in m Create Tests

Cycle Stage I

Criteria Aspects assessed	Good	Enough	Not good
Ability to analyze basic competencies in the curriculum	√	-	-
Ability to analyze student characteristics	√	-	-
Ability to analyze and study how to make subject tests	√	-	-
Ability to design subject tests	√		-
Ability to validate subject tests	-	√	-
Ability to identify and test subject tests	-	√	-
Ability to analyze subject test results	-	-	√
Amount	4	2	1
%	57.14%	28.57%	14.29%

Information:

Good
Score 85 – 100

Enough
Score 60-84

Not good
Score < 59

Table 2 above shows that the teacher's ability to make subject tests after group guidance activities have increased from previous initial observations. The real conditions show that 4 things the teacher has done well are: 1) the ability to analyze basic competencies in the curriculum, 2) the ability to analyze student characteristics, 3) the ability to analyze and study how to make subject tests, and 4) the ability to design eye tests lesson.

However, there are 2 abilities that are still implemented in the sufficient category, namely 1) the ability to validate subject tests, 2) the ability to identify and test subject tests. In fact, there is one ability that has not been implemented properly, namely the ability to analyze subject test results

Related to these findings, cycle II research activities will be carried out to improve teachers' abilities in making subject tests. Cycle II activities with a focus on efforts to improve and increase the ability of teachers in the implementation of making subject tests. Through this effort it is hoped that it will be able to improve the teacher's ability to make comprehensive subject tests referring to the 7 indicators of making subject tests.

3) Cycle II Activities

a. Planning

Planning activities in cycle II were carried out referring to the weaknesses of the teacher in cycle I. In this planning activity the focus was on improving the strategies used by teachers in increasing the ability of teachers to make subject tests at school. Planning in cycle II is carried out in the following steps:

Planning activities are carried out by:

1. Compile sheet observing and doing observation beginning to subject research .
 2. Compile timetable guidance group with Teacher refers to the improvement of 7 components indicator make eye test lesson For increase ability Teacher in pe make test subjects .
 3. Do activity guidance group consistently _
 4. Do repair and construction to Teacher in accordance with problems encountered _
- b.** Facilitate For increase ability Teacher in make subject tests .

c. Implementation

The implementation of the actions in cycle II was carried out by observing the teacher's way of making subject tests . In carrying out the activities of cycle II, the supervisor as the researcher carries out group guidance activities with the following steps:

- 1) Researchers as school principals make observations and coaching on the ability to analyze basic competencies in the curriculum
- 2) Researchers as school supervisors make observations and coaching on the ability to analyze student characteristics
- 3) Researchers as school principals make observations and coaching on analytical skills and study how to make subject tests
- 4) Researcher se behavior the school principal observes and fosters the ability to design subject tests
- 5) Researchers as school principals make observations and coaching on the ability to validate subject tests
- 6) The researcher as the principal of the school made observations and fostered the ability to identify and test subject tests
- 7) Researcher as head the school conducts observation and guidance on the ability to analyze subject test results

d. Reflection

Based on the results of reflection, it shows that there has been an increase in the teacher's ability to make subject tests. In this context the group guidance activities carried out by the teacher were able to improve the quality of the subject tests produced by the teacher

From the observation results, the percentage of teacher achievement in making cycle II subject tests is shown in the following table:

SDN 3 Tabongo Teachers in Making Tests
Cycle II Stage

Criteria Aspects assessed	Good	Enough	Not good
Ability to analyze basic competencies in the curriculum	√	-	-
Ability to analyze student characteristics	√	-	-
Ability to analyze and study how to make subject tests	√	-	-
Ability to design subject tests	√	-	-
Ability to validate subject tests	√	-	-
Ability to identify and test subject tests	√	-	-
Ability to analyze subject test results	√	0	-
Amount	7	0	0
%	100%	0	0

Information:

Good
Score 85 – 100

Enough
Score 60-84

Not good
Score < 59

Table 3 above shows that the teacher's ability to make subject tests after group guidance activities have increased from the previous cycle I. The real conditions show that the 7 ability to make test subjects can all be done well.

Related to these findings, the research was not continued to cycle III because it had reached the expected target.

Discussion

One of the things that is very necessary in the evaluation activity is to make a test. Related to this, increasing the ability of Accounting teachers in making tests related to the subjects they teach must be done so that teachers have high ability in preparing tests to measure the quality of students and the quality of the learning carried out.

Based on the results of school action research carried out for 2 cycles at SDN 3 Tabongo , Gorontalo Regency , research data were obtained related to improving the ability of teachers to make subject tests.

From the activities of the first cycle, it shows that the ability of class teachers in making subject tests has increased from the results of previous observations. In this context the teacher has been able to make subject tests after group guidance activities have been carried out.

Based on the results of this analysis, it shows that there is a significant development in the ability of teachers in making test subjects. However, the teacher's ability to improve the ability of SDN 3 Tabongo teachers in making subject tests needs to be improved because there are 3 abilities in preparing subject tests that the teacher has not been able to implement properly. The results of this analysis became the basis for implementing the actions in cycle II.

Cycle II activities are carried out with a focus on improving the following matters; 1) develop the ability of SDN 3 Tabongo teachers in validating subject tests, so that the tests made are able to test student competencies optimally. 2) develop the ability of English teachers to be able to identify and test subject tests, 3) help develop the ability of SDN 3 Tabongo teachers in analyzing subject test results according to the expected criteria

From the action activities in cycle II, it can be seen that there is a significant difference in the implementation of group guidance activities. In this context the English teacher was able to make improvements to the 3 components which were still lacking related to the ability of Tabongo 3 SDN teachers in making subject tests.

Based on the reflection and feedback activities carried out between the teacher and the supervisor it was agreed not to continue the research into cycle III because class teachers had basically been able to improve their ability to make subject tests.

CONCLUSION

Based on the description of research results and discussion, it can be concluded that:

1. SDN 3 Tabongo teachers in making tests has increased after being subjected to action through II cycles.
2. SDN 3 Tabongo teachers in making tests is marked by optimal teacher mastery of the 7 indicators of making subject tests, namely: a) Ability to analyze basic competencies in the curriculum, b) Ability to analyze student characteristics, c) Ability to analyze and examine ways making subject tests, d) Ability to design subject tests, e) Ability to validate subject tests, f) Ability to identify and try out subject tests and g) Ability to analyze subject test results .

From the results of this class action research, the following suggestions can be put forward:

- 1) Group guidance activities need to be carried out regularly to help improve the competence of Tabongo 3 SDN teachers in preparing tests.
- 2) SDN 3 Tabongo teachers need to develop their ability to make tests through guided and independent training activities that are carried out regularly.
- 3) Further researchers are advised to conduct this research in a larger population.

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