

Implementation of Learning Management in Elementary Schools



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ABSTRACT: The implementation of learning in the learning process in schools that is formally arranged structurally to achieve educational goals, which involves human components, infrastructure, facilities, atmosphere, space, time, funds, and various regulations. This study aims to reveal the implementation of learning management at SD Muhammadiyah Gendeng Yogyakarta. This research uses a descriptive qualitative type of research. The data collection techniques used are observation and interviews. The observations in this study are all teacher activities related to the implementation of learning related to the implementation of elementary school learning management. The form of interview used in this study was a structured interview. The data analysis procedure in this study uses the Miles & Huberman approach, namely data collection, data reduction, data presentation, and verification or drawing conclusions. After the data is obtained completely, the next process is to draw final conclusions on the data that has been obtained. The results showed that the implementation of learning management at SD Muhammadiyah Gendeng Yogyakarta was by planning, organizing, and evaluating the carried out. Planning includes learning administration, learning resources, and learning planning, that the learning process that has been carried out by the third-grade teacher is creative, careful, easy to communicate, approach students, varied, and approach students. There are two models in evaluation, namely the scoring model and the exam model.

KEYWORDS: elementary school, indicator of learning, learning management,

I. INTRODUCTION

One of the goals of national development is to educate the nation's life. Furthermore, in an effort to fulfill the responsibility of educating the nation's life, the government, families, and the community cooperate with each other in the implementation of education. Education is held starting from the basic education level to higher education. Learning becomes a very important thing in educational activities. Facilitating learning for learners is a noble task for a teacher. For this reason, teachers are not only required to make the learning atmosphere comfortable and interesting, but teachers must also understand and master the knowledge of learning management both inside and outside the classroom. Teachers must be able to choose and apply learning methods that are in accordance with the complexity of the material and the character of each student. So that the methods and approaches applied are really in accordance with the self-development of students because students are subjects and not objects in teaching and learning activities (Lestari, 2011)(Mahmudah & Son, 2021)(Saifulloh & Dervish, 2020).

The implementation of learning in the learning process in schools that are arranged formally – structurally to achieve educational goals, which involves human components, infrastructure, facilities, atmosphere, space, time, funds, and various regulations. The task of the principal is to lead, direct and control all activities in the school. Meanwhile, the task of the teacher is to educate, conduct learning, and assess student learning outcomes. In addition, it is the student's task to actively learn. Education personnel encourages the entire learning process, and manage a certain amount of funds correctly and responsibly. Other components are parents and communities that have the potential power to support all school programs, control, and control from education providers, from the central, and provincial to the district and city. All components and supporting elements of learning must be managed properly and effectively so that the learning outcomes achieved by each school are really at the maximum level, both in academic and non-academic aspects (Hamdani, 2017)

Management is the ability and specific skill to carry out an activity, either with others or through others in achieving organizational goals. Hersey and Blanchard provide the understanding that management is an activity carried out together and through a person and group with the intention of achieving organizational goals. Management is another term of management which according to Arikunto is the administration, arrangement, and arrangement of activity. Teachers are the spearhead in the educational process. The success or failure of an educational process is largely determined by the abilities and performance of the teacher himself. Improving the quality of education must be achieved if it is supported by improving teacher performance in carrying out tasks

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professionally. In other words, improving the quality of education begins with an increase in the success of the learning process which is largely determined by the performance of teachers as educators in carrying out learning itself. A professional teacher must master learning management because he must plan the learning before the learning is carried out. The functions of learning management are planning (planning) learning, organizing (organizing), and evaluating (assessing) learning (Mila 'Izzatulmaila, 2017) (Manullang, 2014)

To produce quality learning, good management is needed that can support the achievement of learning objectives. In this case the teacher is a manager in learning, the role of the teacher as the manager of learning is the process of mobilizing students to carry out learning activities in order to change behavior (cognitive, affective, and psychomotor) towards maturity. (Faiqah, 2017) Taking into account Rusmini's (2001) statement that student learning difficulties are not always caused by intelligence factors, but can also be caused by the use of inappropriate learning methods, the selection of the right and best teaching method is expected to foster students' interest in learning more effectively and efficiently. After the planning is completed, the next stage is the organizing stage which is usually associated with how a manager is able to move his subordinates or students in following or carrying out the activities of the planned learning process. This organizing function would be closely related to the execution function (Manullang, 2014).

Realizing the importance and benefits of implementing learning management, problems are revealed that must be addressed together. The first problem is related to making a good learning plan, which is tailored to the characteristics, environment, and level of ability of students. The learning planning is also expected to attract the active involvement of students in the teaching and learning process. How to organize good learning, apply strategies, as well as create a comfortable learning environment. The second problem is at the stage of implementing learning because at this stage the interaction between teachers and students is intertwined. In this case, teachers have great challenges regarding how to carry out effective learning, and inviting students to be actively involved in the teaching and learning process. The next problem is that the learning evaluation stage applied by the teacher also needs to be planned appropriately, continuously, and objectively because teachers usually only judge from their cognitive processes while the affective and psychomotor realms are neglected.

The difference between this research and previous research First research conducted by Martua Manulang on mathematics learning management, this research aims to offer solutions so that teachers understand how important understanding of management is in the context of learning planning. Based on theoretical studies on the application of management in the preparation of mathematics learning plans and the Law on Teachers and Lecturers number 14 of 2005 article 8 along with provisions from the Directorate of Professional Educators which have required that every implementation of learning in schools must begin with the preparation of a Learning Implementation Plan (RPP), which in this case is part of management, namely learning management. The two studies conducted by Zakiyudin on the management of inclusive student learning at SD IT Wirasusaha Indonesia, the results of the study showed that school programs in dealing with inclusion students, the application of inclusion education management, the problems faced in handling inclusion students and efforts to procure infrastructure (Zakiyudin, 2018).

Based on the research that has been carried out, with the research that the researcher will do, this looks different where the researcher takes the title of the implementation of learning management in elementary schools (study on grade III teachers of SD Muhammadiyah Gendeng). From the description above, this research is very important to be researched to find out the implementation of learning management in elementary schools (study on grade III teachers of SD Muhammadiyah Gendeng).

II. MEHTOD

This research was conducted at SD Muhammadiyah Gendeng Yogyakarta. This research uses a descriptive qualitative type of research. The data collection techniques used are observation and interviews. The observations in this study are all teacher activities related to the implementation of learning related to the implementation of elementary school learning management. The form of interview used in this study was a structured interview. Interviews in this study were used to obtain data in the form of information submitted by participants. The number of informants in the study was two. The informants were 1 Principal and 1 Grade 3 teacher. The data analysis procedure in this study uses the Miles & Huberman approach, namely data collection, data reduction, data presentation, and verification or drawing conclusions. After the data is obtained completely, the next process is to draw final conclusions from the data that has been obtained. The analysis of this research using Atlas.ti software. The purpose of using software in this analysis is to assist in organizing and managing data files to facilitate the preparation of codes and research concept maps (Mahmudah, 2021).

III. RESULT

The implementation of learning management in grade 3 at SD Muhammadiyah Gendeng Yogyakarta includes Planning, Processes, Methods, Evaluations, and Obstacles. First, planning consists of learning administration, learning resources, and the use of lesson preparation. Both Processes consist of Varied, Creative, Approaching students, easy to communicate, and meticulous. The three

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methods used include Flexible, enthusiasm for learning, students helping friends, explaining, and strengthening. The four evaluations are through the assessment model and the exam model. Fifth, obstacles include passivity and adjustment in the field.

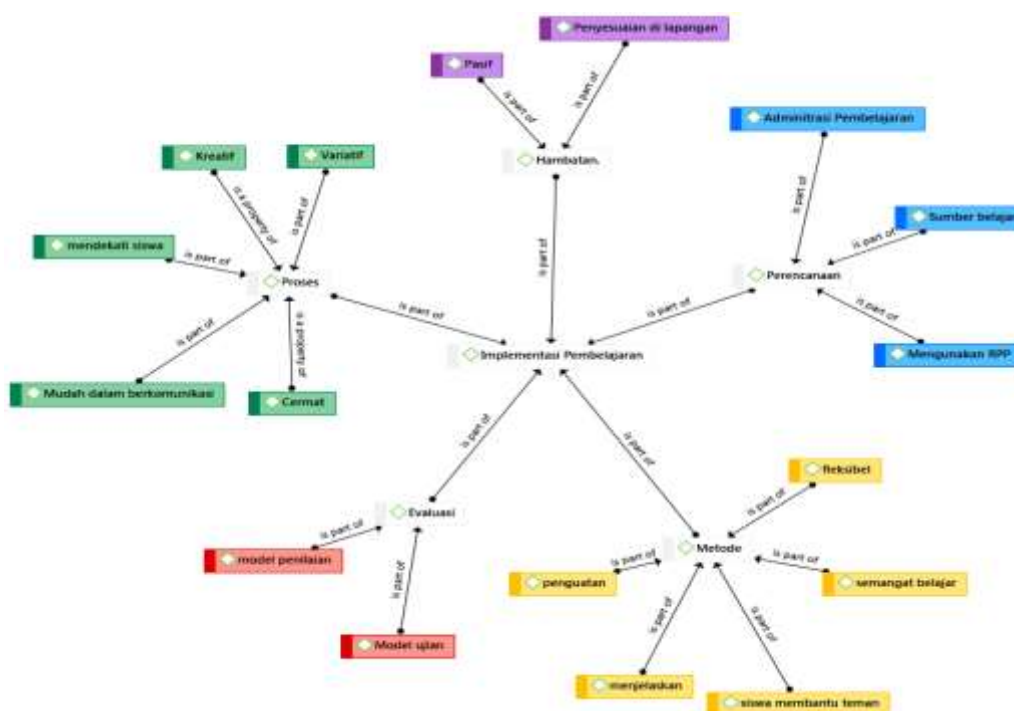


Figure 1. Result of Research

IV. DISCUSSION

Management is a process carried out to achieve an organization's goals by working in a team. In its application management has subjects and objects to make the stages in management run optimally . This research was conducted at SD Muhammadiyah Gendeng Yogyakarta about the implementation of grade 3 elementary school learning management. A good educational institution will always try to improve the quality of education in its schools. In this case the teacher or educator is the one who plays the most role as a manager in the learning process. Based on existing data from the conduct of interviews with resource persons and documentation at SD Muhammadiyah Gendeng, the stages of implementing learning management can be described as follows.(Mahmudah & Son, 2021)

Planning

The ability to foster and develop learning planning is a professional demand of teachers in an effort to encourage students to achieve educational goals. Efforts to achieve goals require tools and the tools used are learning planning (Hakim, 2009). Learning planning here is a teacher's plan to teach a particular subject, at a certain level and class, for a particular topic and for one or more meetings. To improve the quality of education, teachers must carry out the best possible learning administration. Therefore, teachers as the spearhead in the educational process who are directly involved with the teaching and learning process must be able to carry out learning administration. It is hoped that with the implementation of good learning administration, the teaching and learning process will run with what is expected in accordance with educational objectives. Learning administration includes the form of: Annual Program, Semester Program, Syllabus, Learning Implementation Plan (RPP), Evaluation and Remedial is a concept or plan of a teacher in transferring knowledge to students systematically (Wahyu, 2019). Because learning planning is intended as a first step before the learning process takes place, a teacher before entering the classroom, has prepared a number of materials and teaching materials that will be delivered to students. Learning planning that is directly related to the implementation of learning is rpp (Hisbullah, 2020).

A lesson plan is a learning scenario that becomes a handle for teachers to prepare, organize, and evaluate the results of learning and learning activities. At this planning stage, the teacher compiles a syllabus, lesson plan, and teaching materials where the syllabus, lesson plan, and teaching materials are designed in such a way that the content of learning activities that facilitate / insight into character education (Pratama, 2019). In managing lesson materials, teachers need to plan challenging learning tasks and tools, provide feedback, and provide assessment programs that allow all students to demonstrate the ability to demonstrate performance as a learning outcome. The use of learning resources from the surrounding environment is needed in an effort to make schools an integral part of the local community (Rukajat, 2018). So in the implementation of grade 3 learning, teachers have implemented learning administration, using learning resources and making lesson plans.

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Method

In the implementation of learning, of course, a teacher must be able to use the right method, so that students in receiving the material given by the teacher to their students can be easily understood. The right method will lead students to learning success, based on the results of interviews that have been conducted that the method used by grade 3 teachers of SD Muhammadiyah Gendeng applies various methods as well as those that have been conveyed in the interview, namely Flexible, Providing enthusiasm for learning, students helping friends, explaining and strengthening.

The first method is related to flexibility, that in the implementation of learning management, flexibility is needed to the application of rpp, because in implementation sometimes it is different in planning, therefore it needs flexibility or lues in the application of learning implementation plans. Not all learning designs implemented in the classroom will go smoothly. Many factors influence the implementation. Some of these factors come from the teacher himself, some from the students. Nevertheless, the learning objectives that have been set are the focus that must be achieved. Therefore, teachers must be able to adapt the implementation of learning to classroom conditions (Zendrato, 2016).

The second method is the spirit of learning, based on the results of interviews that teachers apply learning by encouraging their students both at the beginning of learning to the end. Passion in the sense that develops in society is often equated with motivation. Motivation is the basic motivation that moves a person to behave and learn is a permanent and potential change in behavior that occurs as a result of practice or reinforcement (reinforced practice) based on the aim of achieving goals (Fiteriani, 2015). With the strong growing motivation in students, it will be the main driving capital in pursuing learning achievements for the success of the learning process or achieving the learner's goals.

The third method is by means of peer tutors or can be called students helping other students, peer tutors are learning resources other than teachers, namely peers who are better at providing learning assistance to their classmates at school. The use of peers as mentors in learning can be used as an alternative to help students who are experiencing difficulties if guided by their teachers (Izzati, 2015). This has been applied in the implementation of grade 3 learning in helping students who have difficulties if guided by their teachers because friends are more familiar, do not have reluctance, inferiority and so on to ask questions or ask for help / be given help.

The fourth method by explaining, with this method will make it easier for students to understand learning this method emphasizes a provision of learning material by means of oral speech (Tambak, 2014). This has been implemented by grade 3 teachers.

The last method is the method of strengthening the provision of reinforcement is very important in teaching and learning activities. Teachers have an important role in the motivation that students have, so teachers should apply verbal and nonverbal reinforcement to motivate their students (Aini et al., 2019). From the results of the interview to the principal, the grade 3 teacher in carrying out learning always provides reinforcement to students because reinforcement is an award that can cause encouragement and enthusiasm in learning. The methods used in the implementation of learning are Flexible, Providing enthusiasm for learning, students helping friends, explaining and providing reinforcement to students.

Process

The implementation of learning is the process of teaching and learning in the classroom which is the core of activities in schools. So the implementation of teaching is the interaction of the teacher with the students in order to convey the lesson material to the students and to achieve the teaching objectives. Based on the results of the method that researchers have done, the learning process that has been carried out by the third grade teacher is creative, careful, easy to communicate, approach students, varied, and approach students. Creative learning should be carried out by teachers in an effort to produce creative learners. The success rate of teachers in teaching is seen from the success of their students so it is said that a great teacher is a teacher who can provide inspiration for his students (Sani, 2013).

Teacher teaching creativity is the ability of teachers who constantly develop material or subject matter and are able to create an interesting and calm atmosphere and can modify the lesson. Creativity in learning, is also a very important thing and for that the teacher is required to demonstrate and show the process of creativity. One alternative that schools can do is to create effective and efficient and creative learning (Pentury, 2017). Teaching is no longer an effort to convey knowledge, but an effort to create an environmental system that teaches students so that teaching goals can be achieved optimally. Varied learning according to the big dictionary of Indonesian is variational, which means the result of a change from the original state. Varied learning is a learning process about a certain unit of discussion that is arranged systematically, oprasiona, and directed for use by students, accompanied by guidelines for its use by teachers (Kaharuddin, 2020).

This variation of learning will certainly make it easier for teachers to learn in the classroom and make students unsaturated. In carrying out learning, teachers must be careful in carrying out actions, this is seen when the teacher will use the second plan when in carrying out learning it is in accordance with learning planning that there is a problem due to natural conditions, this RPP is flexible in its application. Communication is a means or medium in the operation of stimuli. In communication, teachers and

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participants will influence each other, thus forming knowledge about each other's experiences. Communication can form a student's disposition of mutual understanding, generate a sense of closeness, nurture affection, influence attitudes that can eventually lead to concrete actions. The relationship between teachers and students can be improved by understanding and improving communication (Iskandar, 2019).

Furthermore, social interaction that occurs in learning is one of the actions and reactions between teachers and students. In the process of social interaction carried out between teachers and students during learning, namely activities that occur such as social contact and social communication between teachers and students in the learning process (Chandra, 2013). The strategy carried out by the grade 3 teacher in this case is to provide a strategy, namely approaching students who have difficulty in learning or understanding explanations from the teacher. The learning process carried out is learning that is creative, careful, easy to communicate, approach students, varied, and approach students.

Evaluation

Evaluation of learning outcomes is a process to determine student learning values through the activities of assessment and / or measurement of student learning outcomes through assessment activities and / or measurement of learning outcomes, the main purpose of evaluation is to determine the level of success achieved by students after participating in a learning activity, where the success rate is then marked by a grade scale in the form of letters or words or symbols. Based on the results of interviews that researchers have conducted, there are two models in the evaluation, namely the assessment model and the exam model. In the learning system (meaning learning as a system), evaluation is one of the important components and stages that must be taken by the teacher to find out the effectiveness of learning (Arifin, 2009). Thus it can be concluded that evaluation in learning is a process or activity to measure and assess some students' abilities in learning such as knowledge, attitudes and skills in order to make decisions about the status of the student's abilities (Elis Ratna Wulan & Rusdiana, 2015).

The assessment model carried out is by formative evaluation, summative and evaluation of the learning process. Formative evaluation can also be interpreted as an assessment that aims to find feedback, then the results of the assessment can be used to improve the teaching and learning process that is being or has been implemented (Fitrianti, 2018). Summative evaluation is carried out after the program ends. The purpose of summative evaluation is to measure the achievement of the program. The function of summative evaluation in the evaluation of learning programs is intended as a means to determine the position or position of individuals in their group (Mardiah & Syarifudin, 2018). Evaluation of the learning process is to determine the quality of an overall learning program, namely from the stage of the planning, implementation, and assessment of learning outcomes. This evaluation focuses on the overall performance of teachers in the learning process (Priowuntato, 2020).

While the exam model applied is, firstly exams or daily tests, namely assessments that are carried out when students complete sub-themes in thematic learning, both exams or midterm tests and the last third is the Final Semester assessment exam to measure students' abilities from all the materials that have been given. The next obstacle is related to adjustments in the field, meaning here in planning a lesson that has been prepared as well as possible, when the implementation occurs a difference or is not in accordance with what has been planned, this becomes an obstacle for the teacher, but the obstacle after conducting an interview the grade 3 teacher is able to overcome the problem by using other strategies. The evaluation used in the implementation of learning, namely the assessment model and the exam model, the two models are generally applicable in taking or measuring student learning achievement.

Obstacles

Based on the results of the method that has been done, the obstacles faced in learning that are carried out are Passive Teachers and Adjustments in the field. Passive teachers this is the main factor that occurs, of course this must be taken seriously, it was found that some passive teachers one example when asked to make learning administration before teaching in class, only a few teachers do, The principal has many roles and tasks that he must carry out. So in its implementation he found several obstacles. Where the obstacles are varied two, namely: internal constraints and external constraints. Internal constraints include: weak learning, busy with other activities, dictator leadership, difficulty cooperating, and lack of creativity. Meanwhile, external constraints include: no intensive training from superiors, subordinates who are mentally matrealistis, passive teachers in organized activities, passive parents, and unruly students (Alamin & Indariyati, 2016). The learning process so far in schools, especially elementary schools, is more often done passively, meaning that teachers explain the material and students listen (Nurdyansyah & Fitriyani, 2018).

Teachers have a very strategic role in the field of education, even other adequate educational resources are often less meaningful if they are not accompanied by the quality of competent teachers (Aisyah, 2019). When learning is carried out, the first consideration that must be taken into account is what are the barriers to learning and the needs of learners. The learning process will not be effective if the performance of educators is not guaranteed with professionals, because professional educators will teach students optimally by creating learning programs that are able to motivate students to learn, excel, and always hone their skills. This is needed

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in creating quality human resources and can compete healthily in the face of advances in science and technology that demand mastery of information and knowledge (Indrawati, 2019).

The implementation of learning ideally refers to the lesson plan, but in this study, the teacher made adjustments in the field according to the situation and conditions (Ariyastana, 2017), the adjustment in the field means here is that a teacher is able to adjust the conditions in the field in the implementation of learning if there is a situation that makes the initial plan unable to be carried out, the teacher must be prepared with other alternatives, by not reducing the purpose and objectives of the learning that has been planned. The obstacles in the implementation of learning are, there are still many teachers who are passive in carrying out learning planning because some teachers do not make learning administration such as rpp, and the next obstacle to adjustments in the field, an obstacle where teachers must be creative in implementing learning if something happens that is not in accordance with the original plan, the teacher must use other options so that the learning objectives are achieved properly.

CONCLUSIONS

From the results and presentation of the research above, it can be concluded that the implementation of learning management at SD Muhammadiyah Gendeng Yogyakarta, has been carried out, starting from the planning, organizing and evaluation carried out. Planning includes learning administration, learning resources and learning planning, that the learning process that has been carried out by the third grade teacher is creative, careful, easy to communicate, approach students, varied, and approach students. There are two models in evaluation, namely the scoring model and the exam model.

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