

INTERNALIZATION OF PRINCIPAL CURRICULUM MANAGEMENT IN PRIMARY SCHOOL AND MADRASAH IBTIDAIYAH

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Abstract: Curriculum is a system of learning programs to achieve institutional goals in educational institutions. The purpose of this research is to find out the role of the principal in managing the educational curriculum effectively in the institution. In this study using a literature study method that relies on bibliographic sources from articles in recent journals and books related to the main content of the problem 1) The role of the principal in developing the curriculum include: a) Principal as an educator (*Educator*), b) Principal as Manager, c) Principal as Administrator, d) Principal as Supervisor, e) Principal as *Leader* (Leader), f) Principal as Innovator, g) Principal as Motivator. 2) The duties and responsibilities of the principal can be classified into two fields, namely: a) the duties of the principal in the field of administration, including: teaching management, staffing management, discipleship management, building and yard management, financial management, and management of school and community relations. b) the duties of the principal in the field of supervision. Supervision is basically a service provided by the principal to help teachers and employees to become more capable / skilled in carrying out their duties in accordance with the demands of the times

Key Word: Management, curriculum and principal

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INTRODUCTION

One aspect that affects the success of national education is the curriculum aspect. Curriculum is one of the components that have a strategic role in the education system. Curriculum is a system of learning programs to achieve institutional goals in educational institutions, so that the curriculum plays an important role in realizing quality schools. The existence of several renewal programs in the field of national education is one of the efforts to prepare the people and nation of Indonesia who are able to develop a stable democratic life in entering the current era of globalization and information.¹

Because the curriculum plays an important role and key. Because it is related to determining the direction, content and process of education, which

¹ Mulyasa, "Pengembangan Dan Implementasi Kurikulum 2013," *Bandung: Remaja Rosadakarya*, 2013.

ultimately determines the type and qualifications of graduates of an educational institution. Where the curriculum also concerns the plan for the implementation of education both in the scope of classes, schools, regions, regions and nationally. Everyone has an interest in the curriculum, because we as parents, citizens of society, as formal leaders, or informally always expect the growth and development of children, youth, and young people who are better, smarter, more capable and can live in their contemporaries.

Curriculum is a tool or key in the formal education process. It is not surprising that this is always overhauled or revisited to keep up with the development of science and the curriculum era has a considerable share in giving birth to these expectations. These expectations will then always be born in accordance with the development of science and the times. Likewise, the curriculum should answer or realize these expectations. Therefore, the curriculum must also always develop to realize the expectations of technological development and the era. The term development here refers to the activity of producing a new tool or way, where during the activity the assessment and refinement of the tool or way continues to be done.

Curriculum development activities include the preparation of the curriculum itself, implementation in schools accompanied by intensive assessment. Curriculum is part of the school, therefore so that the educational goals in the school can be achieved properly. This is where the role of the principal and teacher plays out. Because, the success of the school is the success of the principal and teacher.²

Success on how to lead a school, success in how to educate well and correctly. Head master schools and teachers who contribute in carrying out activities in the school, which is also related to the purpose of education and the curriculum itself. So it is certain about the development of the curriculum, how the curriculum can answer or realize expectations, depending on the role of a principal and teacher in an institution or institution that organizes an educational implementation.

METODE RESEARCH

This study uses a literature study method that relies on bibliographic sources from articles in recent journals and books related to the main content of the problem and reading data with expert thoughts with a constructive approach and interpretation on the main content of the discussion.³

RESEARCH AND DISCUSSION RESULTS

The Role of the Principal in Curriculum Development

² S. Nasution, *Metode Research : Penelitian Ilmiah*, Jakarta: Bumi Aksara, 2016.

³ S. Nasution, *Research Method: Scientific Research*, Jakarta: Bumi Aksara, 2016.

The principal is the teacher who leads the school. Means terminology the head of school can be interpreted as functional teachers who are given additional tasks to lead a school where the teaching and learning process is held or a place where there is interaction between the teacher who gives the lesson and the student who receives the lesson.⁴

The principal is the highest leader in the school. His leadership pattern will be very influential and even determine the progress of the school. Therefore in modern education the leadership of the principal is a strategic position in achieving educational goals.⁵

From some of the above understandings, it can be concluded that the principal is a teacher who has a duty and mandate as a leader in a unit of educational institutions that can be elected based on direct elections, determined by the foundation, or determined by the government.

The Minister of Education issued a policy in the form of Regulation of the Minister of National Education Number 13 of 2007 concerning Standards of principals / madrasahs, which consists of: General qualifications to schools / madrasahs, special qualifications of principals / madrasahs, and the competence of principals / madrasahs.⁶

- a) The General Qualifications of the Principal / Madrasah are as follows: 1) have an undergraduate academic qualification (S1) or diploma four (D IV) education or non-education at accredited universities, 2) are as high as 56 years old, 3) have teaching experience of at least 5 (five) years, and 4) have the lowest rank III / c for civil servants (PNS) and for non-civil servants equal to the rank issued by the foundation or institution that Authorized.
- b) The Special Qualifications of the Principal / Madrasah are as follows: 1) Have the status of an elementary / MI teacher, 2) Have an educator certificate as an elementary / MI teacher, and 3) Have a certificate of head of elementary / MI issued by a government-designated institution.
- c) The competencies of the Principal / Madrasah include: Personality competencies, managerial competencies, Entrepreneurship Competencies, Supervise Competencies, Social competencies.

In accordance with the times, where the demands on schools are increasing. This fact demands the accountability of the principal to improve the academic aspects of students facing challenges in the new century. One such challenge is the continuous refinement of the school curriculum. The principal

⁴ Mohamad Muspawi, "Strategi Menjadi Kepala Sekolah Profesional," *Jurnal Ilmiah Universitas Batanghari Jambi*, 2020, <https://doi.org/10.33087/Jiubj.V20i2.938>.

⁵ E Mulyasa, "Manajemen Kepemimpinan Kepala Sekolah," *Pt Bumi Aksara*, 2013.

⁶ Muklis Riyanto Et Al., "Manajemen Kepala Sekolah Dalam Melaksanakan Perencanaan, Implementasi, Penilaian Dan Tindak Lanjut Supervisi Akademik," *Journal Of Administration And Educational Management (Alignment)*, 2021, <https://doi.org/10.31539/Alignment.V4i1.2144>.

must take the initiative to make curriculum changes for the continuous improvement of student learning achievement. This is what must be the important mission of the principal, as a call that needs to be responded positively to the principal, if he wants to succeed as a curriculum and learning leader in addition to being an effective school leader.⁷

According to Mulyasa, to ensure the effectiveness of curriculum development and learning programs, the principal as the program manager together with teachers must describe the contents of the curriculum (SK-KD) in more detail and operationally into indicators. In this case, the syllabus and the learning implementation plan (RPP) must be developed by the teacher before doing learning.⁸

The principal has ten kinds of roles, namely "as an executor, planner, an expert, overseeing the relationship between members, representing the group, acting as a reward giver, acting as a referee, a holder of responsibility, as a creator, and as a father". The description is as follows:⁹

- a. As executor (*executive*)
A leader must not impose his own will on his group. He must try to meet the will and needs of his group, as well as the program or plan that has been set together.
- b. As a planner (*Planner*)
As a good principal must be good at making and planning, so that everything he will do is not carelessly, but all actions are taken into account and aimed at.
- c. As an expert (*Expert*)
He must have expertise, especially those related to the duties of the leadership position he holds.
- d. Supervise the relationship between group members (*Controller of internal relationships*)
Keep no disputes from happening and try to build harmonious relationships.
- e. Representing a group (*Group representative*)
He must realize that his good actions outside his group reflect the good of the group he leads.
- f. Act as a reward/praise and punishment giver

⁷ Fauzi Fahmi, "Tipologi Kepemimpinan Dalam Peningkatan Mutu Pendidikan Islam Di Madrasah," *Adaara: Jurnal Manajemen Pendidikan Islam* 10, No. 1 (2020): 1–10.

⁸ Juniriang Zendrato, "Tingkat Penerapan Rencana Pelaksanaan Pembelajaran Dalam Pelaksanaan Pembelajaran Di Kelas Suatu Studi Kasus Di Sma Dian Harapan Jakarta," *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 2016, <https://doi.org/10.24246/J.Scholaria.2016.V6.I2.P58-73>.

⁹ Muslimah Hikmah Wening And Achadi Budi Santosa, "Strategi Kepemimpinan Kepala Sekolah Dalam Menghadapi Era Digital 4.0," *Jmksp (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2020, <https://doi.org/10.31851/Jmksp.V5i1.3537>.

He had to encourage the working members and make a lot of donations to his group.

g. Acting as referee and mediator

In resolving disputes or receiving complaints between its members it must be able to act decisively, not favoritism or attach importance to any of its members.

h. Holder of responsibility of the members of his group

He must be held accountable for the actions of his members carried out on behalf of his group.

i. As a creator /have ideals

A leader should have a good and realistic conception, so that in carrying out his leadership has a firm line towards the direction he aspires to.

j. Acting as a father (*Father figure*)

The leader's actions against his men/group should reflect the actions of a father towards his men.

When examining further, it can be concluded that the 10 roles above are the same as those stated by Mr. Educator "Ki Hadjar Dewantara", who said that good leaders must carry out roles such as: *Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, and Ing Tut Wuri Handayani*.¹⁰

There are 3 functions of the principal, namely first as an education administrator, second as an education supervisor, and the third as an education leader. The principal serves as an education administrator means that to improve the quality of his school, a principal can improve and develop his school facilities such as buildings, equipment or equipment and others covered in the field of educational administration.¹¹

Furthermore, the principal serves as an education supervisor means that quality improvement efforts can also be done by improving the quality of teachers and all school staff, for example through meetings, class observations, libraries and so on. And the principal serves as an education leader means that quality improvement will run well if the teacher is open, creative and has a high work spirit. Such an atmosphere is determined by the form and nature of leadership carried out by the principal. Opinions of Mulyasa in his book ¹²*Becoming a Professional Principal*, as below:

¹⁰ Badru Sohim, Syah Syah, And Hanafiah Hanafiah, "Kompetensi Manajemen Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Pai Di Smp Nurul Ihsan Banjaran Kabupaten Subang Jawa Barat," *Jurnal Manajemen Pendidikan Al Hadi*, 2021, <https://doi.org/10.31602/jmpd.V1i2.5133>

¹¹ Fitri Widyasari And Kustiarini Kustiarini, "Analisis Manajemen Kepala Madrasah Dalam Rangka Mewujudkan Visi Dan Misi Di Madrasah Ibtidaiyah," *Jenius (Journal Of Education Policy And Elementary Education Issues)*, 2021, <https://doi.org/10.22515/jenius.V2i2.4147>

¹² Mulyasa, "Manajemen Kepemimpinan Kepala Sekolah."

1) Principal as educator (*Educator*)

As an *educator*, the principal must always strive to improve the quality of learning carried out by teachers. In this case, the experience factor will greatly affect the professionalism of the principal, especially in supporting the formation of an educational staff's understanding of their duties. Experience while being a teacher, deputy principal, or being a member of a community organization greatly affects the ability of the principal to carry out his work, as well as the training and management he has participated in.

Efforts that can be made by the principal in improving his performance as an *educator* among others: *first*, include teachers in the management, to add insight to the teachers. The principal should give teachers the opportunity to improve their knowledge and skills by studying to a higher level of education. *Second*, the principal must try to move the student's learning outcome evaluation team to work harder, then the results are announced openly and shown on the notice board. *Third*, use learning time effectively in school, by encouraging teachers to start and end learning according to the predetermined time, and use it effectively and efficiently for the benefit of learning.

2) Principal as Manager

In order to carry out his role and function as a manager, the principal must have a strong strategy to empower education personnel through cooperation, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs.

There are at least three management functions that need to be considered by the principal. *First*, empowering education personnel through cooperation is intended that in improving the professionalism of education personnel in schools, the principal must attach importance to cooperation with education personnel and other parties involved in carrying out activities. *Second*, giving education personnel the opportunity to improve their profession, as the principal manager must improve the profession persuasively and from the heart. *Third*, encouraging the involvement of all education personnel, it is intended that the principal should encourage the involvement of all education personnel in every activity in the school (participatory).

3) Principal as Administrator

In this section, a school principal is no stranger to administrative management activities that are recording, preparing and documenting the entire school program. Specifically, the principal must have the ability to manage the curriculum, manage the administration of learners, manage

personnel administration, administration of facilities and infrastructure, archival administration, financial administration. For this reason, the principal must be able to describe the above abilities in his operational manifesto.

Similarly, the ability to manage the curriculum must be realized in the preparation of complete learning administration data; preparation of counseling guidance administration, preparation of completeness of administrative data of practicum activities, and preparation of completeness of administrative data for learning and learning in the library.

4) Principal as Supervisor

It should be as an ideal principal to supervise the work done by the education personnel. According to Glickman in Ibrahim Bafadal, teaching supervision is a series of activities to help teachers develop their ability to manage the teaching and learning process for the achievement of teaching goals. Supervision can actually be carried out by the principal who acts as a supervisor, but in the modern educational organization system, a special supervisor is needed that is more *Independent*, and can increase objectivity in the construction and execution of his duties.

If the supervision is carried out by the principal, then he must be able to carry out various supervision and control to improve the performance of education personnel. This supervision and control is a control so that educational activities in schools are directed at the goals that have been set. The principal as a supervisor must be realized in the ability to compile, and carry out educational supervision programs, as well as take advantage of the results.

The principal as a supervisor can be done effectively, among others, through group discussions, class visits, individual talks, and learning simulations. The forms of curriculum supervision activities are as follows; ⁽¹³¹⁾ help teachers develop the ability to carry out the curriculum, which includes: (a) compiling teaching units, (b) drawing up work plans, (c) creating lesson units, (d) carrying out teaching and learning processes, (e) preparing and implementing assessments. (2) help teachers develop the ability to choose and use curriculum materials, including; (a) the ability to choose and use props, (b) enrich reading resources for teaching purposes. (3) help teachers develop the ability to serve students' individual differences, including; (a) the ability to develop talents, student interests, (b) supervisors provide training to teachers on how to use homework assignment methods, organize group work, tutorial systems, individual

¹³ Riyanto Et Al., "Manajemen Kepala Sekolah Dalam Melaksanakan Perencanaan, Implementasi, Penilaian Dan Tindak Lanjut Supervisi Akademik."

teaching systems, and individual comprehension techniques. (4) help teachers develop the ability to solve specific problems, including; (a) address the problem of disciplinary impairment and how to establish and maintain effective discipline.

5) Principal as *Leader*

What kind of principal leadership style can foster creativity while encouraging the improvement of teacher competence? In leadership theory we are at least familiar with two leadership styles: task-oriented leadership and human-oriented leadership. In order to improve teacher competence, a principal can apply both leadership styles appropriately and flexibly, tailored to existing conditions and needs. Mulyasa mentioned that one's leadership is closely related to personality, and the personality of the principal as a leader will be reflected in traits as a following: (1) honest; (2) confident; (3) responsibility; (4) dare to take risks and decisions; (5) great spirit; (6) stable emotions, and (7) exemplary.

The principal's knowledge of education personnel will be reflected in the ability (1) to understand the condition of education personnel (teachers and non-teachers), (2) understand the conditions and characteristics of learners, (3) compile educational personnel development programs, (4) receive input, suggestions and criticism from various parties to remind their leadership. An understanding of the school's vision and mission will be reflected in its ability to: (1) develop the school's vision, (2) develop the school's mission, and (3) implement programs to bring the vision and mission into action.

The ability to make decisions will be reflected in his ability to make; (1) take decisions with education personnel in the school, (2) take decisions for the internal interests of the school, (3) take decisions for the external interests of the school. The ability to communicate will be reflected in: (1) communicating orally with education personnel in school, (2) pouring ideas in the form of writing, (3) communicating verbally with students, (4) communicating verbally with parents and the community around the school environment.

6) Principal as *Innovator*

In order to perform his role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, find new ideas, integrate every activity, set an example to all school education personnel, and develop an innovative learning model model. The principal as an innovator will be reflected in the way he does his work constructively, creatively, delegated, integrative, rational, objective, pragmatic, transparency, discipline, and adaptive and flexible.

7) Principal as Motivator

As a motivator, the principal must have the right strategy to motivate education personnel in carrying out their duties and functions. This motivation can be grown through the regulation of the physical environment, the regulation of the work atmosphere, discipline, encouragement, appreciation effectively, and the provision of various learning resources through the development of a Learning Resource Center (PSB).

Duties and Responsibilities of the Principal

The principal is responsible for the management of education micro- by nature, which is directly related to the learning process at school. As stated in article 12 paragraph 1 pp 28 Th. 1990 that the principal is responsible for the implementation of educational activities, school administration, coaching of other education personnel, and utilization and maintenance of facilities and infrastructure.¹⁴

The duties and responsibilities of the principal can be classified into two fields, namely: *first*, the duties of the principal in the field of administration, including: teaching management, staffing management, discipleship management, building and yard management, financial management, and management of school and community relations. *Second*, it is the task of the principal in the field of supervision. Supervision is basically a service provided by the principal to help teachers and employees to become more capable / skilled in carrying out their duties in accordance with the demands of the times.

Supervision is an effort made by the principal in helping teachers to be more able to realize the process of pursuing learning. The principal is in charge of providing guidance, assistance, supervision and assessment on issues related to the technical implementation and development of teaching education in the form of improvements in teaching education programs and activities to be able to create a teaching and learning situation. These tasks include:¹⁵

- 1) Guiding teachers so that they can clearly understand the goals of teaching education to be achieved and the relationship between teaching activities and goals.
- 2) Guide teachers so that they can understand more clearly about the problems and needs of students.

¹⁴ Muhamad Sholeh, "Keefektifan Peran Kepala Sekolah Dalam Meningkatkan Kinerja Guru," *Jurnal Dinamika Manajemen Pendidikan*, 2017, <https://doi.org/10.26740/Jdmp.V1n1.P41-54>.

¹⁵ Ardhana Januar (Universitas Muhammadiyah Ponorogo) Mahardhani, "Kepemimpinan Ideal Kepala Sekolah," *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 2015.

- 3) Selecting and providing the most suitable tasks for each teacher according to their interests, talents and further encourage them to continue to develop their interests, talents and abilities.
- 4) Provide an assessment of the school's work performance based on standards to the extent to which the school's goals have been achieved.

At the school level, the principal is responsible for carrying out the curriculum in the school environment he leads. There are several duties and responsibilities that must be carried out by a principal, including:¹⁶

- a) Principal As Leader; In general, a leader (including the principal), must have certain traits / attitudes / behaviors that are precisely advantages over other people / subordinates who are led. These traits / attitudes / behaviors include: being able to manage the school (*managerial skills*), professional ability or expertise in his position, being humble and simple, then apart from these attitudes, then the principal should have personality traits, including: being helpful, patient and having emotional stability, believing in yourself, thinking critically, etc.
- b) The behavior of an Administrator, the behavior is rationed based on its relationship related to program planning, staff organizing, the movement of all parties that need to be involved in the implementation of supervise activities, assessment of school personalities.
- c) Preparation of an Annual Plan, including; preparation of the field of discipleship, planning in the field of personal / education personnel, planning in the field of educational facilities, planning in the field of school education, planning in the field of financing / education budget, planning for school organization development, and planning public relations / educational communication.
- d) School Organization Development, here the principal is required to be able to organize, or the principal is required to have to organize the school he brings in a way that all organizations must work in an integrated manner under good coordination by a principal himself, and always directed towards achieving the instructional and curricular goals of the school.
- e) Coordination in curriculum implementation, including; coordination in planning, in organizing, movement of personal motivation, in supervision and supervision, in education cost budgets, and coordination in evaluation programs. Here the principal is required to be a good coordinator.

¹⁶ Handriyani Timor, "Mutu Sekolah; Antara Kepemimpinan Kepala Sekolah Dan Kinerja Guru," *Jurnal Administrasi Pendidikan*, 2018, <https://doi.org/10.17509/Jap.V25i1.11568>.

- f) The activity of leading the Teacher Meeting, a principal must be able to hold a teacher meeting or even in presiding over a teacher meeting.
- g) The principal as the manager of the communication system in curriculum development.

From some of the tasks, functions and responsibilities of the principal above show that the principal has a strategic position in curriculum development and differs at the forefront of curriculum changes. As a professional leader the principal translates societal and cultural changes into the curriculum. The principal himself must have a deep background in curriculum theory and practice. Curriculum changes will only go ahead with the support and encouragement of the principal. The principal can raise or turn off curriculum changes at his school. The principal is the main figure who encourages teachers to always make development efforts, multiply for themselves and their teacher duties.

CONCLUSION

The conclusions of the research conducted include: 1) The role of the principal in developing the curriculum include: a) Principal as an educator (*Educator*), b) Principal as Manager, c) Principal as Administrator, d) Principal as Supervisor, e) Principal as *Leader* (Leader), f) Principal as Innovator, g) Principal as Motivator. 2) The duties and responsibilities of the principal can be classified into two fields, namely: a) the duties of the principal in the field of administration, including: teaching management, staffing management, discipleship management, building and yard management, financial management, and management of school and community relations. b) the duties of the principal in the field of supervision. Supervision is basically a service provided by the principal to help teachers and employees to become more capable / skilled in carrying out their duties in accordance with the demands of the times.

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