
LEARNING MANAGEMENT AT A MOBILIZING SCHOOL IN TERNATE CITY

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ABSTRACT

The quality of education in Indonesia, particularly in 3T (Disadvantaged, Frontier, Outermost) areas, remains a significant challenge due to weak student literacy and numeracy skills, a problematic school climate, and ineffective learning management. This research aims to explore and describe the learning management practices implemented in driving schools (Sekolah Penggerak) in Ternate City. This study examines how learning management, based on the differentiated learning approach, can address these challenges and improve educational quality. This research adopts a descriptive qualitative method involving eight teachers and four principals from the first batch of driving schools. Data were collected through interviews, field observations, and document analysis. The results indicate that learning management involves three key stages: 1) Planning, which focuses on teacher preparedness and learning administration; 2) Implementation, where differentiated learning methods are applied; and 3) Evaluation, which employs formative and summative assessments. These practices contribute to enhanced learning quality, especially in under-resourced schools. The study concludes that differentiated learning and effective management practices can significantly improve educational outcomes in 3T areas.

Keywords: 3t areas, differentiated learning, driving school program, educational quality, learning management

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INTRODUCTION

The quality of Indonesian education, based on the results of the 2022 PISA score, still needs to improve compared to other developing countries in Southeast Asia, such as Malaysia and Thailand (PISA 2022 Key Results (Infographic), 2023). One of the factors for the low quality of education in Indonesia is the inequality in the quality of learning in each educational institution, especially in areas far from the center of government, such as the 3T (Disadvantaged, Frontier, Outermost) areas. This can be evidenced by students' weak literacy and numeracy skills, a problematic school climate, and ineffective learning management (Kementerian Pendidikan, 2023). Literacy refers to reading, writing, and speaking to construct, integrate, and critique meaning (Frankel et al., 2016), which is part of the school's responsibility. Based on the results of the assessment conducted by the Program for International Student Assessment (PISA) show that the average student literacy score in Indonesia has decreased to -12.9. In contrast, student reading literacy decreased to -12.4 in 2018, and students obtained scores of 371 to 359 in 2022 PISA 2022 Key Results (Infographic) (2023). In addition, the mathematical literacy of Indonesian students also decreased to -13.1 in 2018, scoring 379 to 366 in 2022 (PISA 2022 Key Results (Infographic), 2023). The science literacy of Indonesian students also experienced the same thing, namely a decrease of -13.2 from 2018, which scored 396 to 383 in 2022 (PISA 2022 Key Results (Infographic), 2023).

Meanwhile, the numeracy literacy condition of students in Indonesia is still classified as a moderate category, where only 40% to 70% of students reach the minimum numeracy competency

(PSKP Kemendikbudristek, 2023). This achievement is based on the results of the 2022 national assessment, where the presentation of students at the SD / MI / Equivalent level who achieve numeracy competencies above the minimum is 46.67%, up 16.01% from 2021 which is only 30.66%, for the junior high school / MTs / equivalent education level is 40.63%, up 3.79% from 2021 which is only 36.84%, and at the senior high school / vocational/high school / equivalent education level is 41.14%, up 5.98% from 2021 which is only 35.16% (Kementerian Pendidikan, 2023).

The definition of school climate is a quality school atmosphere that helps everyone become valuable (Sukatin et al., 2021). School climate is also one factor that determines a school's quality. Educators and education personnel can work optimally and produce outstanding students by having a positive school climate and supporting the learning process. Based on the national assessment data in 2022, school climate is divided into three indicators: school safety climate, school diversity climate, and school inclusiveness climate (Kementerian Pendidikan, 2023). Nationally, the achievement of the school safety climate score at the SD/MI/equivalent level shows that 68.18 schools have created a school safety climate. In addition to school security, the school diversity climate also scores well.

At the SD/MI/equivalent level, the score is 67.64, which shows that the school has presented a learning atmosphere that upholds tolerance of diversity. The third school climate is about inclusiveness (Kementerian Pendidikan, 2023). The school climate of inclusiveness is the condition of the school environment that is not limited to the conditions of specific learners but is open to differences and can serve students with disabilities and Smart and Special Talented (CIBI). The condition of the school inclusiveness climate in Indonesia based on the results of the national assessment in 2022 shows that the average score achievement at all levels of education is only 55.15, so there needs to be an effort to improve in all schools in Indonesia (Kementerian Pendidikan, 2023).

In addition to the above problems, the quality of learning in each educational institution still needs to improve, affecting the quality of education in Indonesia. Quality learning is interactive to provide a better learning experience and encourage students to develop the character and competencies needed. Quality learning is undoubtedly influenced by teacher performance that exceeds the minimum standard of indicators that must be carried out (Sumardi, 2022). However, what is happening in Indonesia today is still far from what is expected. Based on national assessment data in 2022, the learning quality achievement score at all levels of education from elementary school to high school is still in the medium category with an average score of 62.37, which indicates that the classroom atmosphere is starting to be conducive, affective support and cognitive activation from teachers is increasing.

Although there is an improvement in teacher interaction, the expected quality of learning is when the classroom atmosphere is conducive and practical support and cognitive activation from teachers are optimal (Kementerian Pendidikan, 2023). Therefore, it is necessary to improve the quality of learning in every educational institution to improve the quality of education nationally. The quality of teachers certainly influences the quality of learning in each school in terms of managing the learning process. Based on education statistics (2022), the number of teachers in primary schools in the 2021/2022 academic year has decreased significantly in the last year; namely, around 78 thousand teachers are no longer teaching in public primary schools throughout Indonesia. The condition of teachers in primary education units in Ternate City, based on basic education data (2024), states that the number of teachers in primary schools reached 1,285 people, while the number of students reached 18,446 people. Thus, the ratio between teachers and students in each school is 1:14. Although this figure is still considered ideal, the number of study groups in each school

is minimal due to the lack of facilities owned by the school, so in 1 study group (rombel) or class there are 30-35 students taught by 1 class teacher, and three subtract teachers according to the lesson schedule that has been determined. Thus, it is necessary to strengthen learning management and improve teacher competence in each school.

Learning management is an effort to produce quality learning (Safitri et al., 2020). The quality of learning is undoubtedly not only viewed from the student exam assessment results. However, educators' readiness before teaching, the process of interaction between teachers and students in the classroom, and supporting facilities during learning activities are also indicators in determining the quality of learning. Therefore, it is necessary to manage learning activities to achieve each educational unit's desired goals. Each school certainly has its own characteristics in terms of managing its learning activities. However, the learning management process must include three main stages: planning, implementation, and evaluation. Thus, every teacher must manage learning based on these stages effectively and based on the principles of differentiated learning applied in driving schools to produce quality learning.

Historically, Indonesia's education system has faced many challenges, particularly in addressing disparities across its vast archipelago. Since independence, the country has struggled with issues of access to education, quality of instruction, and regional inequalities, particularly in remote areas. The government has undertaken various reforms, such as the introduction of the 9-year compulsory education program and, more recently, the implementation of the Merdeka Belajar (Freedom to Learn) curriculum. These reforms aim to decentralize education, promote student-centered learning, and improve teacher competence. However, despite these efforts, the educational landscape continues to be plagued by the uneven distribution of resources, low literacy and numeracy scores, and ineffective teaching practices, especially in disadvantaged and 3T (Disadvantaged, Frontier, Outermost) regions.

The Driving School Program is one of the derivative programs of the Merdeka Curriculum, and it functions as an instrument or tool in realizing the vision of national education (Usup & Patilima, 2024). The Driving School Program is focused on improving student learning outcomes and seeks to develop a comprehensive Pancasila Learner Profile that includes student character as well as literacy and numeracy competencies Ritonga et al., (2022) so that the learning approach used is holistic and student-centered (Marlina, 2019). Learning design tailored to students' characteristics provides flexibility for teachers to create innovative learning (Wibawa et al., 2022), and it will also impact teacher competence and professionalism. The learning design in this driving school program applies a new paradigm, which is also defined as differentiated learning (Savandha et al., 2024). Differentiated learning is a method of critical thinking about the teaching and learning process in the 21st century (Herwina, 2021).

In education, differentiated learning is not a new concept, and another name for this learning is differential learning. Differential learning is a motor learning paradigm based on the dynamic systems theory of human motion and emphasizes the importance of motion variability (Shaturae, 2021). The differential learning approach has several benefits, such as supporting the development of creative components, offering a significant reduction in failure, learning that encourages skill-specific adaptations, and aiding the regularity of learner behavior (Santos & Pekkola, 2023). In addition, differential learning is also created to seek self-organization for learners (Gray, 2020).

In this differentiated learning, teachers are asked not to be rigid in just one method or learning strategy. Still, there needs to be innovation or renewal in teaching so that students feel no boredom.

Teachers also have control over four aspects of this differentiated learning: content, process, product, and environment or learning climate (Syafii et al., 2023). Thus, differentiated learning in the driving school program is expected to transform efforts to improve the quality of education independently by each school through effective learning management. Therefore, based on the Decree of the Director General of Early Childhood Education, Primary Education, and Secondary Education Number: 6555/C/HK.00Based on the Decree of the Director General of Early Childhood Education, Basic Education, and Secondary Education Number: 6555/C/HK.00.2021 which designated four public primary schools in Ternate City as the first batch of driving schools, the researcher was encouraged to examine learning management based on the concept of differentiation applied in the four schools to explore effective learning management in improving the quality of learning, especially in schools located in the 3T (Disadvantaged, Frontier, and Outermost) areas so that it becomes a scientific basis for other schools in managing effective and quality learning by making educators the main actors in improving school quality despite the limited facilities and infrastructure owned. Thus, this study aims to describe the learning management in a driving school in Ternate City.

METHOD

This research uses qualitative methods that begin with assumptions and interpretative and theoretical frameworks to inform about a phenomenon or problem to be studied (Mertens, 2023). This qualitative research design is descriptive and aims to describe learning management starting with the planning, implementation, and evaluation stages at the driving school. The data collected in this study came from primary data in the form of interviews conducted with eight teachers and four principals at the first four primary schools in Ternate City, namely SDN 27 Ternate City, SDN 28 Ternate City, SDN 40 Ternate City, and SDN 49 Ternate City. Meanwhile, the secondary data in this study are the results of field observations during the learning process and the results of document studies. Meanwhile, the main instrument in this research is the researcher himself, so researchers are involved and participate absolutely (Alhamid & Anufia, 2019).

The primary data were collected through semi-structured interviews, field observations, and document analysis over one semester. Observations were conducted throughout the semester to capture the implementation of learning activities in real-time, allowing for a comprehensive understanding of the planning, execution, and evaluation stages of learning management. Each interview session lasted 45 to 60 minutes, depending on the availability of participants.

Semi-structured interviews were conducted with eight teachers and four principals from four primary schools (SDN 27, SDN 28, SDN 40, and SDN 49 Ternate City). The guiding questions for these interviews focused on three key areas: 1) Learning Planning – "How do you prepare and plan your lessons in the context of the driving school program?" 2) Learning Implementation – "What strategies and methods do you use in differentiated learning to accommodate diverse student needs?" 3) Learning Evaluation – "How do you conduct formative and summative assessments, and how do these evaluations inform your future teaching strategies?" These guiding questions ensured that the interviews delved deeply into the teachers' and principals' practices and perspectives on learning management within the framework of the Sekolah Penggerak (Driving School) program.

Document analysis was also employed to examine the teachers' teaching materials, lesson plans, and assessment tools. Combining these data collection methods provided a triangulated approach, ensuring the reliability and credibility of the findings.

RESULTS AND DISCUSSION

The stages of learning management in the first batch of schools in Ternate City (SD Negeri 27 Kota Ternate, SD Negeri 28 Kota Ternate, SD Negeri 40 Kota Ternate, and SD Negeri 49 Kota Ternate) are described in the following table:

Table 1. Table of Research Results

No.	Research Stages	Research Results
1	Lesson Planning	The learning planning stage begins with strengthening the school's human resources, such as improving teachers' teaching competencies through the Teachers' Workshop held prior to the annual work meeting and the preparation of the Education Unit Operational Curriculum (KOSP) at the beginning of each new school year. Furthermore, teachers conduct an initial diagnostic assessment to identify learning needs and analyze the diversity of learners in the classroom. Then, compile teaching modules that will be used during the learning process based on the results of the initial diagnostic assessment and modify the teaching modules available on the Merdeka Teaching Platform (PMM). After the teaching module is compiled, the teachers then design the success of learning at each meeting based on the Learning Outcomes (CP) and Learning Objectives (TP) which are translated into the Flow of Learning Objectives (ATP) or learning steps that will be applied during learning activities. Teachers also determine the learning methods and media that will be used to meet the learning needs of students in the classroom. The final stage of learning planning is to develop formative learning assessments that aim to evaluate the learning activities that have taken place. The formative assessment prepared by each teacher is adjusted to the needs and conditions of their class, so that the results of the formative assessment are used as evaluation material for each teacher to realize quality learning by overcoming challenges and obstacles during teaching and learning activities in the classroom and seeking effective solutions.
2	Learning Implementation	The implementation of learning at the firstgeneration driving school in Ternate City consists of intracurricular and co-curricular learning. The implementation of intracurricular learning is carried out every Monday - Saturday in accordance with the time allocation and lesson schedule that has been determined at the beginning of the school year. Meanwhile, co-curricular learning is carried out by implementing the Pancasila Student Profile Strengthening Project (P5) with a time allocation of 20-25% of the total intracurricular learning time allocation and adjusted to the conditions of each class by the teachers. The implementation of learning in the driving school is divided into three important

stages, namely, learning preparation carried out by teachers is by preparing learning media that will be used, conditioning the seating position of each learner based on their learning needs, and ensuring the class is in a safe and comfortable condition to be used during the learning process. Furthermore, teaching activities which also consist of three stages, namely, pre-learning which is carried out by providing stimulus to students, singing national compulsory songs and praying before explaining learning materials. Then, the core teaching activity is a two-way interaction process between teachers and students by explaining the material according to the predetermined teaching module and applying teaching methods and using effective learning media during the learning process. Closing this core teaching activity, teachers will conduct a learning reflection to evaluate the overall learning and teaching activities that have been carried out. To follow up on the results of the learning reflection, the teachers carry out the final activity in this learning implementation, namely designing alternative learning either by providing additional assignments or homework (homework) to be completed by each student or repeating the material that has been learned with more effective and efficient methods.

3 Learning Evaluation

Learning evaluation in the first batch of driving schools in Ternate City is conducted using two models: formative evaluation and summative evaluation. Formative evaluation is conducted by evaluating the learning and teaching process based on elements of subject matter that have been taught to students. The implementation time and form of this formative evaluation are determined by each teacher according to the needs and conditions of the students in their class. Meanwhile, summative evaluation is a form of overall learning evaluation conducted by teachers at the end of the semester in each school year. Summative evaluation is carried out by giving written tests to students to be completed with the stipulated time and fully supervised by each class teacher. After the written test is carried out, the teachers will assess the results of the assessment and accumulate the scores of students during learning activities in both cognitive, affective and psychomotor aspects to be reported to each learner's parents as a form of teacher accountability to parents. The submission of students' education reports to parents is also interspersed with evaluation meetings to listen to suggestions and input from parents regarding learning activities that have taken place during one semester.

Learning management in the first batch of driving schools in Ternate City is done through learning planning, implementation, and evaluation. The three stages align with the opinion of Malikah et al. (2022) and Elfrida Ita (2018) that learning management consists of the stages of learning planning, implementation, and evaluation, which aim to achieve effective learning. However, there are differences in experts' opinions related to the stages of learning management. Saifullah et al. (2020) concluded that learning management is the management of learning activities starting from the learning planning process, organizing learning, implementing learning, and evaluating learning. However, Safitri et al. (2020) explained that at the stage of implementing learning, the role of each teacher in the classroom is to manage and organize the class, use relevant but varied learning methods, and choose exciting learning media. Thus, the learning organization stage becomes part of the learning implementation itself. In essence, learning management is an effort to realize an active, innovative, creative, effective, and fun learning process for students at school (Saifulloh & Darwis, 2020). Therefore, it is necessary to optimize learning through the stages of learning planning, learning implementation, and learning evaluation carried out by teachers (Ramadhan & Inayati, 2024) to support the learning process in the classroom to run optimally.

Lesson planning is the first step in determining the success of learning activities in the classroom. To realize this, each educator will determine competency standards, learning outcomes, learning materials and media, learning approaches and methods, and assessment in a certain time allocation (Gemnafle & Batlolona, 2021). This is so that teachers know what to achieve and how to achieve it. Therefore, planning learning certainly requires the expertise of educators, and it's one of the professional duties of a teacher (Romiszowski, 2024). So, at this stage, the teachers need to be given guidance by the principal through the workshop activities to strengthen the driving teacher's competence, which aims to improve the performance and quality of teachers in the learning process. The workshop is a forum for learning a positive learning culture and improving teacher abilities (Istiqomah, 2022; Ritonga et al., 2022). Thus, the role of the principal in directly accompanying and guiding teachers in these workshops has a direct impact on the quality of learning in schools (Lubis et al., 2022).

Through this workshop activity, teachers can plan the learning process effectively by conducting discourse among fellow teachers and with the principal related to teaching experience and planning educational innovations, which can overcome the problem of weak literacy and numeracy skills of students in the classroom through targeted learning management. In this driving school program, each teacher must also be a learning leader who can invite other teachers to innovate and create quality learning (Arista & Sartika, 2024; Tahajudin et al., 2023). After improving the competence of the driving teachers, the teachers then design teaching modules that collect various information that teachers will use during the teaching and learning process, including Learning Outcomes (CP), Flow of Learning Objectives (ATP), Learning Objectives (TP), Materials, and Learning Assessments. The preparation aims to create a learning reference relevant to the school's conditions and students from each class. Thus, this learning planning stage must be continuous with the learning implementation and evaluation stages.

The implementation stage is the most important part of learning management. At this stage, teachers can create an effective classroom environment where students can develop their skills to the best of their abilities, remove barriers that may hinder positive interactions between students and teachers, and guide and support students based on their social, emotional, and intellectual backgrounds as well as their various traits and personalities (Idhayani et al., 2020). The

implementation of learning in this driving school is identical to the new learning paradigm, called differentiated learning. Differentiated learning is a method of thinking critically about the teaching and learning process in the 21st century (Herwina, 2021). The differentiated learning approach has several benefits, such as supporting the development of creative components, significantly reducing failure, learning that encourages specific adaptations based on expertise, and helping the regularity of learner behavior (Hakiki & Santosa, 2023).

In addition, differential learning is also created to seek self-organization for learners (Gray, 2020). The implementation of learning in Sekolah Penggerak carried out by teachers is also based on the results of the initial diagnostic assessment that has been carried out at the learning planning stage, which aims to implement differentiated learning effectively, where each teacher pays attention to the strengths and needs of students in the learning process (Marlina, 2019). In addition, teachers can also identify the diversity of learners consisting of three main aspects, namely learning readiness, learning interests, and learning profiles (styles), so that teachers can organize them properly until the end of learning activities.

Learning evaluation is the final stage of learning management carried out by teachers at the first batch of Movers School in Ternate City. Evaluation is a process of reflection on learning activities that have taken place and aims to measure the achievement of the learning process by teachers (Mahirah, 2017). Evaluation is said to be a methodical procedure that aims to determine the relevance of the subject based on certain qualifications related to giving value aimed at evaluating the learning outcomes of students Zamzania et al. (2018) to measure the ability of students and become the basis for formulating new policies for learning (Awiria et al., 2022; Izza et al., 2020) and become a benchmark for the success of the material delivered. Evaluation can encourage students to actively continue their education and encourage educators and educational institutions to improve teaching standards further (Maidin & Wardah, 2019). This stage of learning evaluation is the most accurate method of collecting data and information to select and assess various learning practices, such as classes, lesson plans, learning strategies, and other school procedures (Lubis et al., 2022; Ramadhan & Inayati, 2024).

As part of improving the quality of education, one of the strategies to improve learning processes and outcomes is through the assessment and evaluation system. Through assessment and evaluation, learners must demonstrate that they have the knowledge and capacity to apply it. However, assessment/evaluation can allow learners to pick up new skills and put them into practice as they progress through the learning process (Playfoot et al., 2023). There are two forms of learning evaluation activities teachers carry out: formative assessment and summative assessment.

Formative assessment is a means of systematically providing, analyzing and utilizing data and information in order to make decisions Magnadalena et al., (2023) with the aim of improving the quality of learning by teachers in the classroom. This formative assessment takes place in the middle of the learning semester and aims to improve teaching strategies and ensure that the material taught can be understood by students in the classroom (Sasmayunita et al., 2023). Thus, the results of this formative assessment become the teacher's evaluation material to ensure the quality of learning that has taken place in the classroom. This is because in formative evaluation, there is no assessment given by the teacher to the participants, and it only functions as a diagnostic tool in identifying students' obstacles in the learning process and making it easier for teachers to design learning methods that can overcome these problems (Malikah et al., 2022). Then, to accumulate the final results of students' learning in the classroom and conclude the success of

learning that has taken place during one semester, teachers conduct summative assessments or Semester Assessments to test students' intelligence in the cognitive, affective, and psychomotor aspects and the final results will be reported to parents as a form of teacher accountability to each student. Thus, the final results of the learning process at school can be known together and followed up to have a direct and significant impact on improving the quality of education at school.

CONCLUSION

Several key conclusions were drawn based on the research conducted in Mover Schools at SD Negeri 27, SD Negeri 28, SD Negeri 40, and SD Negeri 49 Ternate City. Learning planning begins with strengthening teacher competence through workshops, conducting curriculum analysis, and preparing the Education Unit Operational Curriculum (KOSP). Teachers also conduct diagnostic assessments to plan learning success based on Learning Outcomes, Flow of Objectives, and Teaching Modules, and design assessments based on the Criteria for Achieving Learning Objectives (KKTP).

Learning is implemented through a structured process of opening, core, and closing activities, both in extracurricular and co-curricular settings. These activities focus on fostering student character through the Pancasila Student Profile. The differentiated learning method encourages flexibility, allowing teachers to group students based on readiness, interests, and learning styles to meet each student's needs.

Learning evaluation is conducted through both formative and summative assessments. Formative evaluation is continuous, allowing teachers to monitor progress, provide timely feedback, and adjust teaching strategies. Summative evaluation involves final assessments through End of Semester Assessments (PAS), with results shared with parents.

To improve learning management, it is recommended that school principals organize workshops on differentiated learning, promote peer observation, and support data-driven teaching practices. Teachers should use diagnostic assessments to tailor teaching, apply formative assessments to adjust real-time methods and collaborate on innovative learning materials. Both principals and teachers should create active, engaging learning environments that adapt based on student feedback. This study serves as a scientific reference for improving learning management in Ternate City schools, promoting implementing the Driving School program to ensure equitable educational quality, even in areas with limited resources, and addressing the educational disparities in 3T regions.

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