

POAC Learning Management in the Pancasila Student Profile Strengthening Project: A Case Study at State Elementary School 01 Sedayu

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Abstract

Purpose: This study analyzes POAC learning management (planning, organizing, im-plementing, and controlling/evaluating) in implementing the Pancasila student profile strengthening project at SD Negeri 01 Sedayu. *Method:* This study employs a case study methodology and a descriptive qualitative technique. The data in this study consisted of primary data, namely, class II teachers and principals, additional data sources from other teachers, and documentation.

Methodology: The methodology used in the research of Joyful Learning method in junior high school is semi-structured interviews and school observation, which are used to collect data using a qualitative research approach.

Results: Learning management in the implementation of P5 at SD Negeri 01 Sedayu includes: (1) Planning: The school held a meeting, formed a team of facilitators, assessed school readiness, selected project dimensions and themes, de-termined time allocations and project modules, and used an independent teaching platform in P5 planning. (2) Organizing: A facilitator team with a structure that includes principals, teachers, and extracurricular coaches with their respective roles and responsibilities. (3) Implementation: Teachers choose themes and activities that suit the needs of students through the stages of introduction, contextualization, action, and documentation of project re-sults. (4) Evaluation: Evaluation is done through direct observation, non-test methods, formative and summative assessment, and constructive feedback.

Applications/Originality/Value: The novelty of this research lies in the in-depth exploration of the role of implementing learning management with the POAC approach in implement-ing P5 with a sustainable lifestyle dimension in elementary schools. The findings indicate that the successful execution of the project to improve Pan-casila's student profile is influenced by management.

Introduction Section

In The independent curriculum is an alternative curriculum launched by the Ministry of Education and Culture to overcome problems in Indonesia due to the COVID-19 pandemic, such as learning loss and learning crisis (Nugraha, 2022). Intracellular learning and the project to strengthen the Pancasila student profile, or P5, are the two main activities that make up the structure of the independent curriculum in basic education. The project activities to improve the profile of Pancasila students (P5) profile are not just centered on extracurricular learning; they are also intended to reinforce efforts to develop competencies and character traits specific to the Pancasila student profile as established by the Graduate Competency Standards (Rizky Satria et al., 2022). With P5 activities, students can develop global competencies and act according to Pancasila's beliefs.

The successful implementation of P5 activities is influenced by learning management applied by teachers, cooperation with stakeholders, and support from various parties involved. Learning management is a process of planning, organizing, implementing, and evaluating the implementation of learning, commonly abbreviated as POAC, the first step in providing efficient learning outcomes (Rukajat, 2018). Learning management has a crucial role in implementing P5 activities because implementing good management can make these activities more structured, efficient, and effective in achieving learning objectives.

However, in the field, not all teachers can implement P5 learning optimally. Based on research by Mukhlis et al., (2024)(Mukhlis et al., 2024), one of the causes is the unclear division of assignments and responsibilities in P5 activities. In addition, research by Amelia et al., (2024)(Amelia et al., 2024) eveled that many teachers needed help designing projects that fit the format of the independent learning curriculum. This identifies that the implementation of P5 activities still needs to be improved through the implementation of good learning management and efforts to eliminate inhibiting factors that can hinder the achievement of the objectives of the independent curriculum.

Inactive learning management from related parties is the basis for the failure of the implementation of P5 activities, and if this problem is ignored, the objectives set will not be achieved optimally. Therefore, improvements in learning

management for implementing project activities to strengthen the profile of Pancasila students (P5), including planning, organizing, implementing, and evaluating by teachers, are actions that can handle this problem.

Several previous studies discuss learning management in the project activities of strengthening the Pancasila student profile (P5) in schools. First, according to research conducted by Astuti et al., (2023)(Z. D. Astuti et al., 2023) The steps involved in implementing P5 at the elementary school level include establishing a team of facilitators, assessing school readiness, defining themes and topics, developing the P5 project module, and designing the time allocation and dimensions of the Pancasila student profile. Second, according to Pujawardani et al., (2023)(Pujawardani et al., 2023) there is an optimization of management functions in P5, such as careful planning, teachers as facilitators of implementation, and a thorough evaluation as a continuous improvement in the next project.

SD Negeri 01 Sedayu is one of the elementary schools that has implemented the Merdeka Curriculum and organized the Pancasila Student Profile Strengthening Project (P5). In its implementation, P5 in this school still faces several challenges that illustrate the field conditions. However, the success of P5 in this school must be connected to the influence of learning management applied by teachers, the enthusiasm of students in participating in the project, support from the principal, and others.

With this background, SD Negeri 01 Sedayu is a relevant research location in examining the POAC-based learning management (Planning, Organizing, Actuating, and Controlling) in implementing P5. This study is expected to provide applicable solutions to overcome existing obstacles and provide new insights into implementing effective learning management to support the goals of the Merdeka Curriculum. In addition, this research is expected to contribute and deliver renewal for the development of learning management that supports the achievements of the independent curriculum.

Literatur View

Learning Management

Concept of Learning Management

In English, the term manager is translated into verb form to manage, while the noun form is management, which means management or managing. According to Terry (1976), management is a separate process of planning, organizing, implementing, and controlling. This process is carried out to determine and achieve predetermined goals by utilizing human resources and other resources (Utomo, 2018). In addition, Skinner's study defines learning as a behavioural process that occurs by reinforcing new behaviours. Skinner emphasizes that learning focuses on behaviour and its consequences, where changes in behaviour are achieved through operant conditioning methods (Zaini, 2022). From each definition, it can be concluded that learning management is a systematic process that includes planning, organizing, implementing, and controlling to achieve educational goals by utilizing resources effectively and focusing on behaviour change through strengthening new behaviours.

Learning Management Function

According to Talibo (2018)(Talibo, 2018), the learning management function includes planning, organizing, mobilizing/leadership, and supervision in effectively and efficiently achieving school learning goals. According to Yevi Julita, (2023)(Yevi Julita, 2023) the learning management function includes planning, organizing, mobilizing/leadership, and supervision in effectively and efficiently achieving school learning goals. According to Anuli & Damopoli, (2023)(Anuli & Damopoli, 2023) the function of learning management is to plan, implement, and evaluate the educational process systematically, which can increase efficiency and productivity in achieving the specified learning objectives. The conclusion regarding the learning management function from the above statement is that it aims to plan, organize, lead in the implementation of activities, and supervise the learning process systematically to achieve learning objectives effectively and efficiently and improve the quality of education by optimizing existing school resources.

Theory of Learning Management

Learning management based on cybernetic learning theory is a teacher's effort to support students in effectively achieving learning goals by optimizing students' cognitive elements, especially thinking, to understand stimuli from the environment through information processing. This process focuses on memory functions that influence changes in behaviour and learning outcomes. This theory, developed by Gagne, Berliner, Biehler, Snowman, Baine, and Tennyson, emphasizes internal changes in the learning process that cannot be observed directly (Suminar, 2016). Jhon Dewey (2002 in Utomo, 2018)(Utomo, 2018) reinforces the previous theory that constructivism theory emphasizes that learning is an active process where learners build their knowledge through experience and interaction with the environment, with the teacher's role as a facilitator who supports the process.

Pancasila Student Profil Strengthening Project

Project concept of strengthening the student profile of pancasila

Through observation and problem-solving in the surrounding environment, the project to enhance the Pancasila student profile employs a project-based learning strategy to promote the Pancasila student profile (Anindito Aditomo, 2021). The profile of Pancasila students refers to Permendikbud Number 22 of 2020 regarding the Ministry of Education and Culture's strategic plan for 2020-2024, that human resource development is the focus of the Ministry of Education and Culture (Hasan muhammad, 2021). The Ministry of Education and Culture has established a global variety profile for Pancasila students. This profile includes cooperation, creativity, critical thinking, independence, fidelity, devotion to God Almighty, and nobility.

Principles of the project to strengthen the profile of Pancasila students

In the project guide to strengthening the profile of Pancasila students by Anindito Aditomo (2021)(Anindito Aditomo, 2021) there are fundamental principles in implementing P5, namely (1) holistic principles, a holistic framework of thinking encourages examining themes related to material or phenomena as a whole and in-depth; (2) contextual, project learning activities can provide accurate and meaningful experiences; (3) learner-centred, educators or teachers act as facilitators so that students are active and independent in making choices and solving problems in the learning process; (4) Explorative, encouragement in providing space for students to develop themselves and create interest in the theme.

Research Methods

Types and designs

This type of research is qualitative research. Qualitative research examines a phenomenon or case, with the researcher acting as a critical instrument. Collecting data involves triangulation and inductive or qualitative analysis to understand meaning and uniqueness, building phenomena, and finding hypotheses (Sugiyono, 2017). This approach is a case study investigating a program, phenomenon, activity, process, or group of individuals. This research focuses on and examines the management of P5 implementation at SD Negeri 01 Sedayu. Learning management through the implementation of P5 is centred on the basic concepts of management consisting of planning, organizing, actuating, and controlling (evaluation).

Data and data sources

The data in this study consists of primary data sources obtained from in-depth interviews with grade II teachers, principals, and other teachers at SDN 01 Sedayu with the status of schools that have used the Merdeka curriculum and implemented P5. Meanwhile, secondary data or supporting data will be taken from the results of observations and documentation in the form of photos and supporting documents for implementation.

Data collection technique

Data collection techniques will be conducted through (1) interviews, which researchers will conduct to obtain data through open-ended interviews, where researchers and interviewees interact in interview sessions using an interview guide. (2) Documentation is carried out during the research process to ensure the reliability of data obtained from interview activities. Trust in the research results can be increased by attaching photos, videos, and voice recordings (3) Observation, an operational data collection method that involves careful and structured recording of objects directly observed. The object in question is the management of the implementation of P5 carried out by teachers and other supporting parties at school.

Data Validity

Researchers increase the validity of data with several steps to be able to account for the truth and prove its validity. According to Lexy J Moleong (1990), there are three criteria for validity in qualitative research: trustworthiness (Credibility), dependability, and certainty (Credibility). The technique used to achieve credibility is to triangulate with two other teachers to compare the data taken in the Dependability criterion, which aims to maintain vigilance regarding potential errors in collecting and interpreting data that can be explained scientifically. Humans, especially researchers, often make mistakes due to limited background, time, and understanding of the conformability criteria used to verify data and information in interpreting findings supported by several kinds of literature.

Data Validity

According to Miles & Huberman (1994), researchers analyzed data through in-teractive model techniques, which included stages of data collection, data reduction, data presentation, and conclusion drawing.

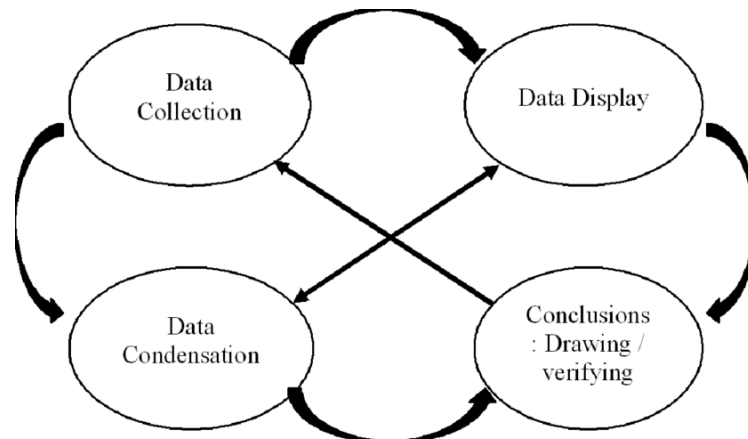


Figure 1. Components of Interactive Model Data Analysis

Data reduction is summarizing and sorting out essential points in management. The main points to be examined are POAC: planning, organizing, actuating, and controlling. After that, the data is organized by grouping the conclusions into Microsoft Excel. The last stage in the data analysis process is to develop the findings by analyzing similarities and differences using tables. Then, it is presented concisely based on the comparative findings of the analysis.

Research Results and Discussion

Project on strengthening the profile of Pancasila students at 01 Sedayu State Elementary School

The implementation of the project to strengthen the Pancasila learner profile at SD Negeri 01 Sedayu refers to the Ministry of Education and Culture guidelines, aiming that students can achieve competencies and character per the Pancasila learner profile. This P5 has been implemented in stages, starting with grades 1 and 4 in the 2022/2023 school year, then adding grades 2 and 5 in 2023/2024, and in the 2024/2025 school year, all classes have carried out project activities to strengthen the profile of Pancasila students. There are challenges in implementing the project that has been carried out, among others, the diverse characteristics of students, so teachers must design projects that all students can reach. In addition, limited funds to support activities are also another obstacle for teachers. Therefore, teachers at SD Negeri 01 Sedayu carry out learning management so that the implementation of P5 runs nicely despite the challenges in its implementation.

Project planning to strengthen the profile of Pancasila students

In planning and managing the project to strengthen the profile of Pancasila learners, class II teachers use and refer to the independent teaching platform (PMM). Teachers are expected to be able to master the application through various training sessions provided to design and plan project activities to strengthen the profile of Pancasila students according to their needs, interests, and talents. Research conducted by Qathrunnida et al., (2024)(Qathrunnida et al., 2024) supports this; using the Merdeka Mengajar Platform in Primary School A, West Java, makes it easier for teachers to plan interactive learning and create a comfortable classroom atmosphere for students and can improve teachers' pedagogical competence. In addition, the results of research conducted by Hamidah (2022)(Hamidah, 2022) training in preparing a project to strengthen the profile of Pancasila students has an impact on increasing teacher competence to draft P5 for principals and teachers. Implementing this training makes teachers the leading resource in planning in elementary schools. This is important because P5 activities not only focus on the work results but also on the process of contextual activities, which can provide meaningful learning experiences for students.

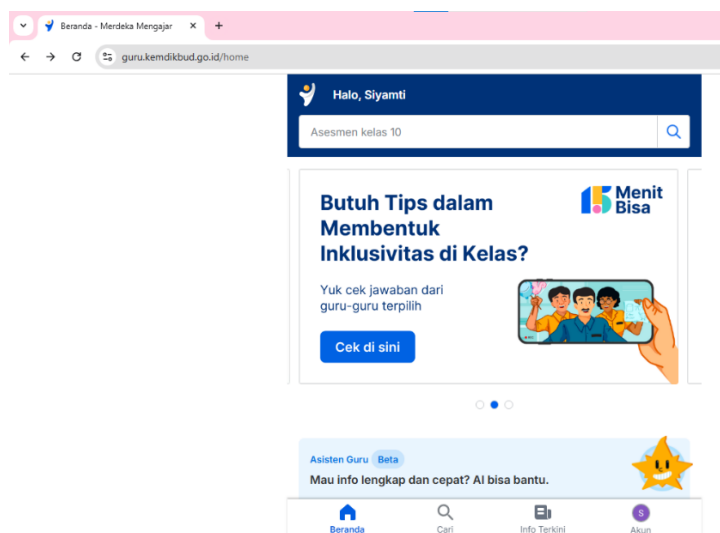


Figure 2. Merdeka Mengajar Platform

In the first step, the principal and teachers held a meeting to plan the project to strengthen the profile of Pancasila students. In the meeting, the principal formed a team of P5 facilitators in each phase responsible for setting themes, selecting dimensions, designing time allocations, compiling project modules and learning resources, and playing a significant role in running the project. The second step is to reflect and identify the level of readiness of elementary schools, SD Negeri 01 Sedayu has previously implemented project-based learning and teacher training so that SD Negeri 01 Sedayu can implement P5. In line with the P5 guidelines, the identification of school unit readiness is based on the mastery of the school's ability to implement project-based learning (Rizky Satria et al., 2022). In the third step, the class teacher determines two to three dimensions of the established Pancasila learner profile. Permendikbud determines the profile of Pancasila learners, namely: 1) Believing, fearing God Almighty; 2) independent; 3) cooperation; 4) global diversity; 5) critical reasoning; and 6) creative (Oktavia et al., 2024). The next step is to determine the theme of the project according to Yuliasuti et al., (2022)(Yuliasuti et al., 2022) some themes have been chosen by the Agency for Standard Development, Curriculum, and Educational Assessment of the Ministry of Research, Technology and Higher Education consisting of sustainable lifestyle themes, local wisdom, bhineka tunggal ika, build the soul and body, engineering and technology, engineering and technology, and entrepreneurship for elementary school levels. Grade II teachers choose themes through analysis and various considerations. In the fourth step, teachers design the time allocation according to the guidelines that implementing projects in elementary schools is allocated by 20% to 30% of the total lesson hours in one year. Still, the project allocation can vary from one project to another (N. R. W. Astuti et al., 2023). In the last step of planning, namely preparing the project module to strengthen the Pancasila learner profile by identifying the needs of students and determining relevant themes and objectives, teachers also design learning activities and assessment instruments and complete the module with additional components before carrying out the evaluation (Rizky Satria et al., 2022).

Project organizing to strengthen the profile of Pancasila students

The organizing management principle depends on the role of various parties that support the implementation of the project activities to strengthen the profile of Pancasila students, such as the head of the education unit, provincial education office, district/city, educators, students, education unit committees, supervisors, and the community/parents of students. At SD Negeri 01 Sedayu, the school organizational structure in P5 consists of (1) The principal, who acts as a leader in managing and directing all educational activities, is responsible for creating a conducive learning environment and ensuring resources are available (2) Teachers/educators who act as facilitators by designing and implementing P5 activities, guiding students in projects, helping to develop skills, and providing feedback to students (3) Extracurricular advisors who play a role in enriching students' learning experiences by developing social skills, leadership, and cooperation through activities outside the classroom, and encouraging them to be more active and creative in completing projects. The principal forms a team of facilitators and divides the team's tasks evenly according to their expertise and classes, with two teachers or educators guiding four to five learning groups. In this way, each group is expected to receive optimal attention and guidance.

Implementation of the Project to Strengthen the Profile of Pancasila Student

Grade II teachers at SD Negeri 01 Sedayu take the theme of sustainable lifestyles by making collages from dry leaves in implementing the project to strengthen the profile of Pancasila students. This theme and activity are backed up by observing students and the surrounding environment. There are supporting factors for taking the theme of sustainable lifestyles with the activity of making collages from dry leaves in the garden behind SD Negeri 01 Sedayu, which has a lot

of scattered dry leaves. In addition, creativity and problem-solving can be developed in grade II, so teachers choose these themes and activities.

To raise the profile of Pancasila students, its implementation begins with the introduction phase, which involves socializing regarding project activities. The teacher conveys the purpose and benefits of making collages from dry leaves connected to the theme of sustainable lifestyles and explains organic and inorganic waste so that students can gain in-depth knowledge. Furthermore, in the contextual stage, the class II teacher provides triggering questions and answers to students about problems that exist in the environment around the school and connects with the theme of sustainable lifestyles and activities. In the action stage, the teacher gives students instructions on how to sketch the house independently. The class teacher and students go to the back of the school to take dry leaves, which will later be attached to the sketch according to each student's creativity. Learners work independently and help their friends in carrying out the project. This project aims to enrich the character competencies of Pancasila students and the profile of Pancasila students, such as independent, creative, and global diversity, through activities centered on the theme of sustainable lifestyles.



Figure 3. Collection of project materials



Figure 4. Documentation of the results of the collage-making project from dry leaves

In addition, this project can also explore students' interests and talents in the art field. This is in line with research by Hidayah & Zumrotun, (2024)(Hidayah & Zumrotun, 2024) in the theme of sustainable lifestyles with the activity of making plastic waste into plastic flowers, students are not only trained in social awareness regarding the problem of plastic waste but also learn to apply sustainable solutions in everyday life.

Controlling or Evaluating the Project to Strengthen the profile of Pancasila Students

In controlling management principles that refer to the teacher evaluation process in implementing P5, the evaluation principle at SD Negeri 01 Sedayu emphasizes the importance of monitoring carried out by teachers through direct observation and involvement of the entire education unit organization to get a comprehensive picture of the development of students. The teacher takes the method of assessing the results of students with non-tests (performance), summative, and summative evaluations with precise rubric-based assessments to determine changes in the attitudes and behavior of students after the P5 implementation process so that the review can be more objective and measurable. This is quite in line with Opetushallitus book (2020)(Opetushallitus, 2020) on the evaluation process in Finland, which prioritizes formative and summative assessments to ensure achievement and evaluation also includes peer feedback and student self-reflection, taking into account various aspects, including cooperation, attitudes, and student's academic abilities. Furthermore, teachers conduct feedback with observations of the strengths and weaknesses of students as a reference for providing efforts in

improving and designing to learn more. By the P5 guidelines, this monitoring and evaluation stage includes several steps, such as preparation, implementation, reflection and reporting, and follow-up, to ensure that every step in the learning process can be evaluated comprehensively to support maximum learner development.

Conclusion

The Strengthening the Pancasila Learner Profile project at SD Negeri 01 Sedayu shows a systematic and gradual implementation, starting from grades 1 and 4 in the 2022/2023 school year and planned to cover all grades in the 2024/2025 school year. The project is designed to achieve competencies and characters according to the learner profile of Pancasila, referring to guidelines from the Ministry of Education and Culture. Despite challenges such as the diversity of learner characteristics and limited funding, reasonable learning management efforts by teachers and principals created an effective learning environment.

Project planning involves using the Merdeka Mengajar platform (PMM) to support teachers in designing interactive learning activities. This approach is matched by establishing a team of facilitators who manage each project implementation phase, ensuring that activities are well executed and aligned with learners' needs. The themes, such as sustainable lifestyles, are aligned with educational objectives and relevant to the local context, encouraging students' creativity and concern for social and environmental issues. The project implementation shows the active involvement of learners in the learning process, with various activities that facilitate character development, such as creativity and cooperation. However, in its implementation, the teacher has yet to become a full facilitator who opens and encourages learners in the flow of activities, such as during the limitations of creativity in sketching. Evaluation is comprehensive, utilizing formative and summative assessment methods to measure learners' progress objectively. The results of this evaluation provide constructive feedback for teachers to improve the learning process in the future.

Overall, learning management in the Pancasila learner profile strengthening project at SD Negeri 01 Sedayu focuses on achieving end results and meaningful learning processes. This creates a holistic learning experience, preparing learners to become learners with character, independence, and concern for the environment and society.

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