

# Training Management Model for Implementing Prototype Curriculum in Schools

*by* Dr. Rosnelli, Mpd

---

**Submission date:** 24-May-2023 01:49AM (UTC-0700)

**Submission ID:** 2100710255

**File name:** C.1.2.5. Training Managemen.pdf (251.22K)

**Word count:** 3902

**Character count:** 22854

# Training Management Model for Implementing Prototype Curriculum in Schools

Rosnelli

{rosnelli@unimed.ac.id}

Electrical Engineering Education Department, Faculty of Engineering, Universitas Negeri Medan  
Indonesia

**Abstract.** This study aimed to describe the implementation of the training management model for the implementation of the prototype curriculum in schools. The descriptive approach was followed in this study. The research sample consisted of 25 teachers from Baitul Aziz High School Deli Serdang, North Sumatra, Indonesia. Questionnaire of (38) items starting from the stages of preparation, organization, implementation, monitoring and evaluation. The results of the study prove that the implementation of the training management model for the implementation of the prototype curriculum at Baitul Aziz High School is in the middle category, with an average of 2.74. The advantages of the training management model for implementing the prototype curriculum at Baitul Aziz High School are: 1) selection of training strategies, 2) coordinating training materials, 3) presenting material from resource persons, 4) training participant feedback reports are in the high category and 5) increase the knowledge of the trainees. The results of the study recommend: 1) it is necessary to add training materials by considering the local content of the school, 2) the next training strategy has facilitated the local content of the school, 3) it is necessary to increase the time for collecting assignments from the training participants.

**Keywords:** Prototype Curriculum, Implementation of training management model.

## 1 Introduction

The prototype curriculum is a curriculum that aims to restore learning after the Covid-19 pandemic. The Prototype Curriculum is a continuation of the Emergency Curriculum. The results of an evaluation conducted by the Educational Standards, Curriculum and Assessment Agency (BSKAP) show that schools that use the Emergency Curriculum are four to five months more advanced in learning than those that use the full 2013 Curriculum. Based on these findings, the Ministry of Education and Culture, Research and Technology has developed a strategy to overcome the learning loss experienced by students during distance learning during the pandemic, one of which is through the Prototype Curriculum which is a continuation of the Covid-19 Pandemic Special Period Curriculum or Emergency Curriculum.

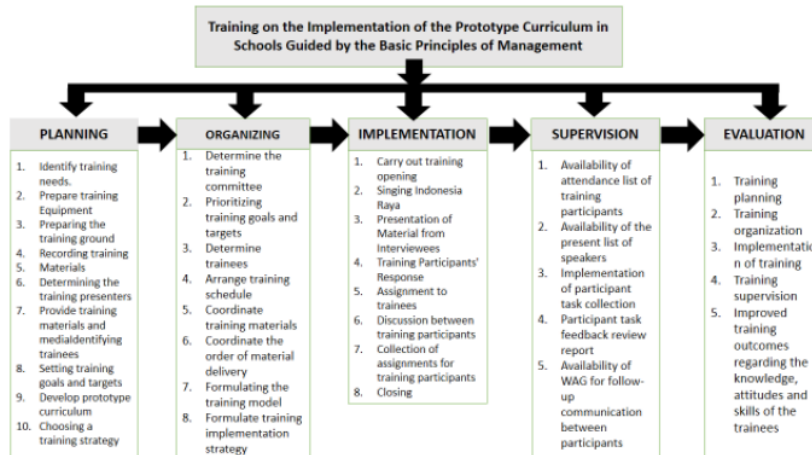
The prototype curriculum is a curriculum whose characteristic is to implement project-based learning, to support the development of students' character in accordance with the Pancasila Student Profile. Implementation of the prototype curriculum, that schools are given the flexibility and independence to provide learning projects that are relevant and close to the school environment. Project-based learning can develop student character because it provides opportunities for students to learn through experience (experiential learning). Students experience for themselves how to tolerate, work together, take care of each other, and so on, as well as integrate essential competencies from various disciplines.

The results of research by Rosnelli et al. (2022) prove that the profile of Pancasila students can be realized through the application of a prototype curriculum in schools. The implementation of the prototype curriculum uses learning strategies that are tailored to the characteristics of students (Giyarsi, 2020; Tambunan, 2021). The application of the prototype curriculum can build students' souls to be ready to face challenges by utilizing the potential of students (Fine, 2022). The application of the prototype curriculum is an effort to maximize learning recovery, so that students can absorb learning materials optimally, even though this prototype curriculum is still in a trial period (Aiman, 2022; Pranita, 2022). The results of teacher performance in education, teaching or training programs cannot be separated from the facilities that support the learning process in accordance with the characteristics of students. (Sunarsi, 2020). In addition, the principal must also be able to guide, motivate, and create a comfortable working atmosphere (Muspawi, 2021). Teacher performance will also increase if principals can facilitate teachers to participate in learning management training (Sunarsi, 2020; Reza et al., 2019; Risdiantoro, 2021 and Sa'adah, 2021)

The Bhinneka Tunggal Ika project is learning outside the classroom by involving students in games, which aims to unite students' ideas so that the desired common goal is achieved. The Bhinneka Tunggal Ika project, among others, respects differences, cooperation, and the ability to collaborate to achieve goals. The prototype curriculum can provide flexibility for teachers to innovate learning. One of the most effective strategies in learning is adapting to situations and conditions. These situations and conditions exist in the curriculum at the level of each education unit. This means that what plays a role in this situation is school management to improve the quality of education (Isamuddin, 2021). Furthermore, it is necessary to improve the management of learning for curriculum completion in an effort to improve the quality of education (Clara et al, 2021; Rigianti, 2020 and Baalawi, 2020)

The implementation of the training management model of implementing the prototype curriculum is important in project-based learning efforts to build student character development because it provides opportunities for students to learn through experience (experiential learning). Through project activities students will learn about how to tolerate, work together, take care of each other, and others, as well as integrate essential competencies from various disciplines according to the curriculum content (Wiwik, 2021). The training management model for implementing the prototype curriculum developed will train teachers for learning recovery, teachers will facilitate students to be able to adapt to the times and catch up in learning, so students can adapt and will be able to survive. The characteristics of the prototype curriculum are implementing project-based learning to support character development according to the profile of Pancasila students. The prototype curriculum, gives schools the flexibility to provide the independence to teach students through learning projects that are relevant and close to the school environment.

Management is the process of planning, organizing, directing and controlling an activity. Meanwhile, Ahmad (2020) explained that training management is training management that includes planning, organizing, implementing and evaluating it so that training can be carried out effectively and efficiently. Management of training on the application of the prototype curriculum is the management of training on the application of the prototype curriculum which includes planning, organizing the implementation and evaluating it so that the training in the implementation of management of the implementation of the prototype curriculum can be carried out effectively and efficiently. Elis and Santika, 2018 explained that through training can improve knowledge, skills and attitudes and talents. Next is material planning, instructor. the right methods and strategies as well as a supportive environment and available facilities can realize quality training (Putri, 2019). Good training management and the determination of appropriate training objectives and targets as well as the use of appropriate resources can accelerate the objectives of the training carried out (Widiansyah, 2018). The training management model can be done through planning, organizing, directing, and monitoring and evaluating (Saajidah, 2018). According to Mawardi et al. (2019) for successful training management, it is necessary to consider the needs analysis, planning, preparation of materials, implementation, and assessment of training. The implementation of training management needs to be planned about modeling and designing programs, identifying needs, determining job performance, identifying learning needs, determining goals, building curriculum (Sulistiono and Blue, 2020). The training management model for implementing the prototype curriculum in schools is as shown below.



**Fig. 1.** Management Model of Prototype Curriculum Implementation in Schools

Implementation of the training management model for the implementation of the prototype curriculum starts from planning, organizing, implementing, monitoring and evaluating. The evaluation focused on training planning, training organization, training implementation, training

supervision, improving training outcomes regarding the knowledge, attitudes and skills of the trainees. In particular, this study seeks to answer research questions about how to implement management training on the application of a prototype curriculum at Baitul Aziz school, Deli Serdang, Indonesia.

## 2 Method

This study relies on a descriptive survey method. The instrument developed refers to previous research such as Ahmad and Darwis (2020); Aiman and Rizki (2021), Clarra et al (2021), Elis and Santika (2018), Elizar and Tanjung (2018), Fine et al (2018), Isamuddin (2022) and Rosnelli (2022). The final version of the instrument regarding the implementation of training management on the implementation of the prototype curriculum at Baitul Aziz High School consists of 38 items which are distributed into planning stages 1-10; 2) organizing 11-18; 3) implementation of 19-26; 4) surveillance 27-31; 5) evaluation 32-38. The instrument (38) of these items has met the requirements of validity and reliability and is considered appropriate for this study.

For all questionnaires using a four-point Likert Scale was adopted to correct the study instrument by giving each item one score out of four degrees (often occurs, sometimes occurs, rarely occurs, never occurs) representing the numbers (4, 3, 2, 1). The scale was adopted to analyze the results: 1.00-2.00 low, 2.01-3.00 moderate, and 3.01-4.00 high.

The population of this study were 25 high school teachers who participated in the implementation of the prototype curriculum. While the research sample is all teachers (25) who are training participants at Baitul Aziz Deli Serdang Indonesia Middle School for the 2021/2022 academic year.

Research question: how is the implementation of training management on the application of the prototype curriculum at Baitul Aziz High School Deli Serdang Indonesia?

To answer these research questions, as evidenced by the results of the study, there are 5 stages of implementing management training on the application of a prototype curriculum at Baitul Aziz High School Deli Serdang Indonesia, which are extracted and illustrated in the following 5 stages.

### 2.1 Stage 1: Planning

The responses of the trainees to answer the first specific research question at the extracted planning stage are illustrated in the following table.

**Table 1.** Average and Standard Deviation (SD) of Training Participants' Responses to the Training Preparation Stage.

Rank	No	Indicator	Means	SD	Level
1	3	Choosing a training strategy	3.39	.896	High
2	2	Defining training presenters	3.22	.940	High
3	5	Provide training materials and media	3.22	.940	High
4	4	Identify training needs	2.50	.937	Medium

Rank	No	Indicator	Means	SD	Level
5	1	Prepare training equipment	2.50	.999	Medium
6	8	Preparing the training ground	2.43	.989	Medium
7	7	Identifying trainees	2.37	.899	Medium
8	9	Setting training goals and targets	2.22	.983	Medium
9	6	Develop prototype curriculum	2.22	.983	Medium
10	10	Recording training materials	2.21	.983	Medium

The results of the study prove that the average response of the trainees about the stages of preparation for the implementation of management training on the implementation of the prototype curriculum ranges from (3.39-2.21). Occupying the highest order (3.39) is choosing a training strategy, while recording training materials is in the last place (2.21).

## 2.2 Stage 2: Organizing

The responses of the trainees to answer the first research question at the organizing stage as extracted are illustrated in the following table.

**Table 2.** Average and Standard Deviation (SD) Responses of Training Participants on the Stage of Training Organizing.

Rank	No	Indicator	Means	SD	Level
11	14	Coordinate training materials	3.21	.990	High
12	12	Coordinate the order of giving material from resource persons	3.21	.987	High
13	17	Formulating the training model	3.15	.969	High
14	15	Determine the training committee	3.02	.939	High
15	13	Prioritizing training goals and targets	2.44	.983	Medium
16	18	Determine trainees	2.44	.993	Medium
17	11	Arrange training schedule	2.30	.973	Medium
18	16	Formulate training implementation strategy	2.20	.983	Medium

The results of the study prove that the average response of the trainees about the management implementation of the implementation of a special prototype curriculum for the organizing stage ranges from (3.21-2.20). Occupying the highest order (3.21) is coordinating training materials, while formulating training implementation strategies is in the last place (2.20).

## 2.3 Stage 3: Implementation

The responses of the trainees to answer the first research question specifically for the implementation stage of the management implementation of the extracted prototype curriculum are illustrated in the following table.

**1**  
**Table 3.** Average and Standard Deviation (SD) Responses of Training Participants Regarding the Training Implementation stage.

Rank	No	Indicator	Means	SD	Level
19	22	Training Participants' Response	3.59	.886	High
20	20	Singing Indonesia Raya	3.22	.940	High
21	21	Presentation of Material from Interviewees	3.05	.963	High
22	19	Carry out training opening	2.70	.973	Medium
23	23	Assignment to trainees	2.53	.993	Medium
24	24	Discussion between training participants	2.33	.983	Medium
25	26	Closing	2.23	.993	Medium
26	25	Collection of assignments for training participants	2.23	.987	Medium

**1**  
The results of the study proved that the average response of the trainees about the implementation of the prototype curriculum implementation management, especially at the training implementation stage, ranged from (3.59-2.23). Occupying the highest order (3.59) is Training Participants' Response, while Collection of assignments for training participants is in the last place (2.23).

#### 2.4 Stage 4: Supervision

The responses of the trainees to answer the first research question specifically for the supervision phase on the management implementation of the prototype curriculum implementation, as extracted are illustrated in the following table.

**Table 4.** Average and Standard Deviation (SD) Responses of Training Participants Regarding the Training Supervision Stage.

Rank	No	Indicator	Means	SD	Level
27	30	Participant task feedback review report	3.79	.846	High
28	27	Availability of attendance list of training participants	3.62	.740	High
29	31	Availability of WAG for follow-up communication between participants	3.20	.989	Medium
30	28	Availability of the present list of speakers	2.01	.978	Medium
31	29	Implementation of participant task collection	2.01	.998	Medium

**1**  
The results of the study prove that the average response of the trainees about the supervision stage in the implementation of management implementation of the prototype curriculum ranges from (3.79-2.01). Occupying the highest order (3.79) is Participant task feedback review report, while for the implementation of participant task collection are in the last order (2.01).

### Stage 5: Evaluation

The response of the training participants to answer the first research question, namely the implementation management implementation of the prototype curriculum, especially at the evaluation stage as extracted, is illustrated in the following table.

**Table 5.** Mean and Standard Deviation (SD) Responses of training participants regarding the sensitivity evaluation stage.

Rank	No	Indicator	Means	SD	Level
32	28	Improved training outcomes regarding the knowledge of the trainees	3.69	.946	High
33	32	Improved training outcomes regarding the attitudes of the trainees	3.02	.790	High
34	31	Improved training outcomes regarding the skills of the trainees	3.01	.996	High
35	33	Implementation of training	3.01	.890	High
36	29	Training planning	3.01	.886	High
37	30	Training organization	2.60	.890	Medium
38	34	Training supervision	2.41	.958	Medium

The results of the study prove that the average student responses about the implementation of management implementation of the prototype curriculum in schools at the evaluation stage ranged from (3.69-2.41). Occupying the highest order (3.69) is improved training outcomes regarding the knowledge of the trainees, while for training supervision is in the last order (2.41).

### 3 Results and Discussion

At the preparatory stage, we explore identifying training needs, preparing training equipment, preparing for training sites, prioritizing training materials to be delivered, determining training resource persons, availability of training materials and media, determining training participant identification, setting training goals and targets, developing prototype curriculum and selection of training strategies. The results of the study proved that the preparation stage was in the medium category (mean 2.63). Selection of training strategies in the high and very good categories.

At the organizing stage, it is explored about determining the training committee, setting priorities for training goals and targets, determining training participants, training schedules, coordinating training materials, coordinating the order of giving materials, formulating training models and formulating training implementation strategies. The results of the study proved that the organizing stage was in the intermediate category (average 2.74). The session coordinated the training materials in the high and very good categories because they were in accordance with the needs of the trainees.

At the implementation stage, it was explored about the implementation of the opening of the training, singing the Indonesia Raya anthem, presenting material from interviewees, responding to training participants, and giving assignments to training participants and discussions between training participants, as well as collecting training participants' tasks and closing training



activities. <sup>3</sup> The results of the study proved that the implementation stage of the training was in the medium category (average 2.74). The presentation of material from the resource persons is in high and very good condition, because it is in accordance with the needs of the training participants.

At the supervision stage, it was explored about the availability of the attendance list of the training participants, the availability of the present list of resource persons, the implementation of the collection of participants' tasks, the feedback review report on the participants' assignments and the availability of WAG for follow-up communication between participants. The results of the study prove that the supervision stage is in the intermediate category (mean 2.93). The trainees' feedback reports are in the high and very good categories, because based on the trainees' feedback reports, the participants can improve their work and have discussions with other trainees in an effort to improve their knowledge, skills and attitudes.

At the evaluation stage, the training planning, training organization, training implementation, training supervision, training results improvement on the knowledge, attitudes and skills of the trainees were explored. The results of the study prove that the evaluation stage is in the intermediate category (mean 2.62). The increase in the knowledge of the trainees is in the high category, so it can be said that there is an increase in the knowledge, attitudes and skills of the trainees.

#### 4 Conclusion

<sup>1</sup> The implementation of the training management model for the implementation of the prototype curriculum in schools starts from the preparation, organizing, implementation, monitoring and evaluation stages. The implementation of the training management model for the implementation of the prototype curriculum at Baitul Aziz High School can be categorized in the intermediate category, because the results of the study prove that the average of the preparation, organizing, implementation, monitoring and evaluation stages is 2.74. The advantages of the training management model for implementing the prototype curriculum at Baitul Aziz High School are: 1) selecting training strategies in the high category, 2) coordinating training materials in the high category, 3) presenting material from resource persons in the high category, 4) feedback reports the training participants are in the high category and 5) the increase in the knowledge of the trainees is in the high category.

#### References

- [1] Ahmad Munir Saifulloh Dan Mohammad Darwis. 2020. Manajemen Pembelajaran Dalam Meningkatkan Efektivitas Proses Belajar Mengajar Di Masa Pandemi Covid-19. Jurnal Bidayatuna, Vol. 03 No. 02 Oktober 2020
- [2] Aiman Faiz, Muhamad Parhan, dan Rizki Ananda. 2022. Paradigma Baru dalam Kurikulum Prototipe. Jurnal Ilmu Pendidikan Vol 4 No. 1 Halaman 1544 – 1550
- [3] Arikunto, Suharsimi. 2008. Evaluasi Program Pendidikan: Pedoman Teoritis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Jakarta: Depdiknas.

- [4] Baalwi, M. A. (2020). Kendala Guru Dalam Proses Pembelajaran Online Selama Masa Pandemic Ditinjau Dari Kemampuan Information Technology (IT) Guru. *Lintang Songo: Jurnal Pendidikan*, 3(2), 38–45
- [5] Buanasari, D. M. (2020). Analisis Pelaksanaan Pembelajaran Daring Bagi Guru Kelas Rendah Pada Pandemi Covid-19 di SD Negeri 12 Purwodadi. Skripsi tidak dipublikasikan. Surakarta: Universitas Muhammadiyah Surakarta.
- [6] Clara Ika Sari Budhayanti, Lorensius Noel Praba. 2021. Pelatihan Strategi Pembelajaran Daring Bagi Guru-guru di SDN 01 dan 05 Pluit. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*. Vol 5 No 5.
- [7] Elis, R. and Santika, T., 2018. Peran Instruktur dalam Meningkatkan Keterampilan Warga Belajar Program Pelatihan Instalasi Listrik. *Journal of Nonformal Education and Community Empowerment*, 2(1), 48-56.
- [8] Elizari, E. and Tanjung, H., 2018. Pengaruh Pelatihan, Kompetensi, Lingkungan Kerja terhadap Kinerja Pegawai. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 1(1), pp.46-58.
- [9] Dewi Sartina dan Bambang Ismanto. 2016. Evaluasi Penyelenggaraan Program Pendidikan Inklusif di Kota Palangkaraya. Jakarta: Jurnal manajemen Pendidikan Volume 3, No. 1.
- [10] Denda Suryadien, Dini Rusmiati, Agnia Aulia Dewi. 2022. Rencana Implementasi Kurikulum Prototipe Pada Masa Pandemi Covid-19 di Indonesia. *Jurnal PGMI Universitas Garut* Vol. 01; No. 01; 2022; 27-34
- [11] Giyarsi. (2020). Strategi alternatif dalam pembelajaran daring Pendidikan Agama Islam pada masa pandemi Covid 19. *GHAITSA: Islamic Education Journal*, 1(3), 224-244, <https://siducan.org/index.php/ghaitsa/article/view/1081>.
- [12] Isamuiddin, Faisal Faisal, Maisah Maisah, Lukman Hakim, Kasful Anwar Us. 2021. Implementasi Analisis Swot Pada Manajemen Strategik Dalam Perencanaan Peningkatan Mutu Pendidikan di Madrasah Tsanawiyah Nurul Islam Muara Bungo. *Jurnal Manajemen pendidikan dan Ilmu Sosial*. Volume 2 Issu 2.
- [13] Khaeroni. 2021. Metodologi Penelitian dan Pengembangan (Pendekatan Praktis Disertasi Contoh Pengembangan Model 4D dalam Bidang Pendidikan. Jakarta: Media Madani
- [14] Kusnandi. 2018. Konsep Dasar dan Strategi Penjaminan Mutu Pendidikan: Sebagai Review Kebijakan Mutu Pendidikan. *Jurnal.Unigal.ac.id/index.php/ijemar/artikel/view/942* <http://urnal.unigal.ac.id/index.php/ijemar>. Vol 1 No. 2.
- [15] Kementerian Pendidikan dan Kebudayaan (Kemdikbud). 2021. Kurikulum Prototipe. <https://sekolah.penggerak.kemdikbud.go.id/>
- [16] Mawardi, M., Kristin, F., Anugraheni, I. and Rahayu, T.S., 2019. Penerapan Pelatihan Partisipatif Pada Kegiatan Penulisan dan Publikasi Karya Ilmiah Bagi Guru SD. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 9(2), pp.132-137.
- [17] Primanita Sholihah Rosmana, Sofyan Iskandar, Nur Annisa, Arini Nurfadillah, dan Cantika Maharani. 2022. Menciptakan Generasi Yang Kreatif dan Inovatif. *Jurnal Pendidikan Sosiologi* Vol X Issu 2. <http://journal.unismuh.ac.id/index.php/equilibrium>
- [18] Reza, R. A., Harken, & Chairillsyah, D. (2019). Pengaruh Motivasi, Pelatihan dan Kepemimpinan Terhadap Kinerja Guru Pada Madrasah Aliyah Negeri Kota Pekanbaru. *XI(3)*, 637–653.
- [19] Risdiantoro, R. (2021). Pengaruh Rigiandi, H. A. (2020). Kendala pembelajaran daring guru sekolah dasar di Banjarnegara. *Elementary School: Jurnal Pendidikan dan Pembelajaran Ke-SD-an*, 7(20), 297-302, DOI: 10.31316/esjurnal.v7i2.768
- [20] Rosnelli, Yuniarto Mudjisusaty, Darwin, Siti Zulfa, Arif Rahman. 2022. Implementation of Curriculum Prototipe In School. *Journal Of Positive School Psychology*. Vol 6 no 6.

- [21] Rosnelli. 2022. Pengembangan Model Manajemen Pelatihan penerapan Kurikulum prototipe di Sekolah. Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Medan
- [22] Sa'adah, L. L. (2021). Meningkatkan Kemampuan Guru Dalam Menyusun Kelengkapan Mengajar Melalui In-House Training. 2(1), 59–64.
- [23] Saajidah, L., 2018. Fungsi-fungsi manajemen dalam pengelolaan kurikulum. *Jurnal Isema: Islamic Education-al Management*, 3(2), pp.201-208.
- [24] Sulistiono, E.E. and Biru, R.C.B., 2020. Pelaksanaan Pelatihan Berbasis Kebutuhan di Berbagai Negara: Meta Sintesis Komponen Pelatihan. *NOKEN: Jurnal Pengelolaan Pen-didikan*, 1(2), pp.72-83
- [25] Sunarsi, D. (2020). Panduan Meningkatkan Kinerja dan Kepuasan Guru (R. Achmad (ed.)). Desanta [1] Muliavisitama. [http://eprints.unpam.ac.id/8571/2/Buku Panduan Kinerja.pdf](http://eprints.unpam.ac.id/8571/2/Buku_Panduan_Kinerja.pdf) Sugiyo. 2012. Bimbingan dan Konseling di Sekolah. Semarang: Widya Karya.
- [26] Tambunan, N. (2021). Penggunaan aplikasi whatsapp pada pembelajaran jarak jauh pada siswa kelas V. *Jurnal Pionir LPPM Universitas Asahan*, 7(2), 43-49, <http://jurnal.una.ac.id/index.php/pionir/article/view/2173/1692>.
- [27] Wirawan. 2012. *Evaluasi: Teori, Model, Standar, Aplikasi, dan Profesi*. Jakarta: Rajawali Pers
- [28] Wiwik Harwanti, Sudharto, Fenny Roshayanti. 2021. Peran Keterampilan Manajerial Kepala Sekolah Dalam Rangka Penyelenggaraan Sekolah Yang Bermutu (Studi Kasus Di SD Islam Ar Rahmah Suruh Kabupaten Semarang). *Umal manajemen Pendidikan Volume 10 No.2*
- [29] Widiansyah, A., 2018. Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pen-didikan. *Cakrawala-Jurnal Humaniora*, 18(2).

# Training Management Model for Implementing Prototype Curriculum in Schools

## ORIGINALITY REPORT

**23%**  
SIMILARITY INDEX

**22%**  
INTERNET SOURCES

**2%**  
PUBLICATIONS

**1%**  
STUDENT PAPERS

## PRIMARY SOURCES

**1** [journalppw.com](http://journalppw.com) Internet Source **16%**

**2** [eprints.iain-surakarta.ac.id](http://eprints.iain-surakarta.ac.id) Internet Source **2%**

**3** [bajangjournal.com](http://bajangjournal.com) Internet Source **2%**

**4** [ejournal.unuja.ac.id](http://ejournal.unuja.ac.id) Internet Source **1%**

**5** [e-journal.uniflor.ac.id](http://e-journal.uniflor.ac.id) Internet Source **1%**

**6** [www.researchgate.net](http://www.researchgate.net) Internet Source **1%**

**7** [journal.uinmataram.ac.id](http://journal.uinmataram.ac.id) Internet Source **<1%**

**8** Nuphanudin Nuphanudin, Aan Komariah, Dedy Achmad Kurniady, Camelia Rizki Hana et al. "Supervision and Evaluation of Inclusive

# Education", AL-ISHLAH: Jurnal Pendidikan, 2021

Publication

---

9

Zaenab Hanim, Anita Anita, Widyatmike Gede Mulawarman, Sudadi Sudadi. "The Interaction of the Effect of Principal's Leadership and Educational Financing on Junior High School Teachers' Performance", Jurnal Basicedu, 2023

Publication

---

<1 %

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography On