

Research Paper

Planning and Learning Process Retail Education Class During the Transition of the Covid-19 Pandemic

Ika Zutiasari*, Adinda Mei Rina, Dhany Setyo Pambudi, Lutfiatus Fuadah

Department of Management, Faculty of Economics and Business, Universitas Negeri Malang

ORCIDIka Zutiasari: <https://orcid.org/0000-0002-3481-8834>**Abstract.**

The Covid-19 pandemic, caused by the massive Coronavirus, is a disease outbreak that has hit almost the entire world. The education sector is one of the areas that have been affected by the Covid-19 pandemic. First level of education that experienced difficulties during the transition to the Covid-19 pandemic was a secondary school at Vocational High School. Changes in the planning system and learning process require students to adapt to these conditions. Therefore, this study aims to explain the planning and learning process of retail education to students, especially the class during the transition period of the Covid-19 pandemic at State Vocational High School 1 Boyolangu Tulungagung. The method in this research is qualitative with a descriptive approach. The subject of this research were teachers and students in retail education class at State Vocational High School 1 Boyolangu Tulungagung. Observation and in-depth interviews were the data collection methods applied to research subjects. The results showed that there were modifications in the learning process and the discovery of obstacles in the planning and learning process during the Covid-19 pandemic transition period. Detailed research results are prepared by compiling interview guidelines that focus on reviewing the planning and learning processes of the research object.

Keywords: vocational high school, learning panning, learning process, transition period, Covid-19 pandemic

1. Introduction

One of the sub-systems of the national education system is the Vocational High School. The vocational education system is an education model to develop the abilities, capabilities, cognition, manner, work habit, and proficiency that students need in entering the workforce and making progress in meaningful and productive work [1]. The Vocational High School unit form was organized to continue and expand basic education and prepare students to enter the world of work and develop a professional attitude [2]. Vocational education is built to form skilled, competitive, and competent work from an early age. So that students of Vocational High School graduates are ready to work in their respective areas of expertise.

Corresponding Author: Ika
Zutiasari; email:
ika.zutiasari.fe@um.ac.id

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In the education system at Vocational High School, students are educated to specialize in certain skill programs. The expertise program is a choice of a more specific areas of study or specialization in a particular discipline. According to the Directorate of Vocational Development of the Ministry of National Education in 2007, the skill program is a vocational education program that can form graduates mastering certain types of professional formal skills that are tiered and involved with the requirements of the workforce [3]. The selection of student expertise, programs or majors is an activity in the vocational secondary education system that aims to help students position themselves according to their talents and interests in various major choices. The choice of major or field of expertise will present learning activities that are suitable for the talents and interests of students, including helping prepare graduates for the world of work with qualified skills and abilities.

Online business and marketing is a main competency in the areas of Vocational High Schools in Indonesia, mainly Vocational High Schools that specialize in Business and Management. The Department of Online Business and Marketing studies science and practice in the areas of marketing and online business development through the Internet. The Department of Online Business and Marketing has graduates who specialize in the areas of business governance, marketing management, digital marketing, public relations, or even the ability to entrepreneurial. One of the Vocational High Schools in Indonesia that specializes in this skill program is State Vocational High School 1 Boyolangu. State Vocational High School 1 Boyolangu is one of several vocational education institutions in Indonesia that has collaborated with PT Sumber Alfaria (*Alfamart*) for the education system to recruit students as workers in the Online Business and Marketing expertise program. The program is known as retail business education (*Alfamart* class)

State Vocational High School 1 Boyolangu is 1 of the vocational education institutions located in the province of East Java, Indonesia. State Vocational High School 1 Boyolangu implements according to Pancasila and the 1945 Constitution of the Republic of Indonesia, the aim of national education is to develop the potential of students to become human beings, to develop skills that are useful for education in the life of the nation, and to develop character and civilization. Carrying out the function of nation building as well as being beings who believe in and fear God Almighty, have a noble character, be healthy, intelligent, competent, creative, independent, democratic and responsible citizens. National Education Standards function as a binder of the curriculum developed by each school and education unit in various regions and regions. The implementation of the 2013 curriculum at State Vocational High School 1 Boyolangu will

have a different color for schools, according to the needs of the school and education unit, as well as according to the conditions and characteristics of students' abilities. With the 2013 curriculum, teachers are required to prove their professionalism to develop a curriculum through the design of learning devices, namely teachers can develop lesson plans based on basic competencies developed by students. Therefore, teachers must be able to be independent, because in essence, the 2013 curriculum is a model of school-based curriculum development that demands teacher independence [4].

The transition period from the covid-19 pandemic to normal mobility will bring changes for students, students with visual learning styles, which play an important role are eyes/vision. In this case, the learning model that can be used by teachers should be more focused or focused on demonstrations or media so that they can immediately see the objects related to the lesson and receive the lesson well. The media used is supported in many conditions, both online and offline [5]. It is undeniable that the impact of Covid-19 on education is very serious. Online learning is carried out in a multitasking manner via WhatsApp, video conference, Google Forms or the application itself. Several respondents admitted that it was difficult to take part in online training because internet access was not easy in all places. This makes it difficult for them to select tasks. As a result, not all students receive knowledge optimally. Another effect that needs to be considered in using smartph1s to support online learning is the addiction of smartphone use. Gadget addiction due to excessive use. So that raises concerns about the negative effects of using social media and tools, such as misinformation and lack of concentration on learning due to social media play. The emergence of a new variant of Covid-19, namely Omicron, also entered Indonesia at the end of 2021. Omicron transmission is known to be five times faster than Covid-19, although it has milder symptoms. This means that the pandemic period has not completely ended so uncertainty continues to affect the pace of the system in Indonesia in all fields, one of which is education.

A learning plan is the rationalization of some learning goals and objectives, such as behavioral changes and the series of activities to be undertaken to achieve the goals using all available learning abilities and resources [6]. The final result of the decision-making process is the compilation of a document containing the things above so that the document can then be used as a reference and practical guide the learning process. The learning plan is the result of the thought process, in the sense that the learning plan is not arranged haphazardly, but is prepared taking into account all the aspects that can be effective, as well as the preparation of all the available resources that can help success of learning, taking into account method [7]. Following the achieved

goals, the learning plan is organized to change the behavior of the students. Learning planning is something that must be designed by every teacher. Learning planning is a reflection of the discipline of science, so the trail must run effectively and efficiently [8]. The quality of learning planning is a procedure that can be created as a guide for the implementation of learning. So a well-planned plan will give maximum results [6]. Thus, as a learning designer, the teacher is tasked with designing the learning program, including the organization of teaching materials, presentation, and evaluation which are their responsibility according to the learning objectives are set [9]. The lesson plans that are prepared can be in the form of a learning implementation plan, syllabus, semester programs, and annual programs.

The current learning conditions have become very different from the spread of the Covid-19 virus around the world. Through the ministry of education, culture, research and technology, of course, responding quickly to create appropriate learning activities to protect schools from exposure to the Covid-19 virus. Learning is needed to increase students' knowledge and be able to interact with others [10]. To create good conditions for learning, a policy emerged to implement the online learning process. However, following various efforts by the government to contain the spread of COVID-19 and its downward trend, the government has issued a policy to allow limited face-to-face education at the start of the new academic year 2021-2022 [11]. The government's policy to carry out learn face-to-face activities is limited as a form of concern regarding the negative impact on psychosocial students through distance learning [12]. As a first step, learning is carried out in the form of a combination of online and face-to-face learning or what is known as Hybrid Learning [13]. Face-to-face learning activities during a pandemic are different from normal learning, so it is important to have the right strategies in place to make learning go smoothly [14]. Teachers play a major role in the implementation of hybrid learning from planning activities to the organization, implementation, evaluation phase, online and face-to-face implementation and using hybrid learning to improve the learning process during the COVID- 19 process learning appropriate learning media [15].

2. Methods

The research was conducted at State Vocational High School 1 Boyolangu Tulungagung which is located at Ki Mangunsarkoro Sstreet VI/3, Beji Village, Boyolangu District, Tulungagung Regency, East Java Province. The subjects of this research are teachers

and students of Retail education in State Vocational High School 1 Boyolangu Tulungagung which covers the area of expertise in Online Business and Marketing. This research aims to analyze the planning and teaching process of a Retail education room during the transition period of the COVID-19 pandemic at 1 Boyolangu Tulungagung Government Vocational High School. The research method used is qualitative method with descriptive analysis. Qualitative research describes and explains the purpose of the research. This study uses a qualitative research paradigm, namely the boundaries and scope of the research are determined by the focus of the research, this research has specific criteria for determining the quality of the research. The data or information needed in the research was obtained by researchers using observation and interview methods. These observations are based on the stated research objectives, which are to analyze how to plan and teach the Retail education classroom during the transition period of the COVID-19 pandemic at 1 Boyolangu Tulungagung Government Vocational High School. Meanwhile, interviews were conducted directly and indirectly with data sources.

The research instrument used in this study was an observation guide and an interview guide. Observations made by researchers are unstructured observations because researchers only observe without being directly involved as actors to be studied. Another instrument used is a photo camera. The observation guidelines are listed in the research appendix. Then, interviews were conducted directly with the resource persons, namely teachers in the field of Online Business and Marketing expertise at State Vocational High School 1 Boyolangu Tulungagung. The interviews used in this study were structured and unstructured interviews. Structured interviews are managed by asking questions that have been planned so that the questions asked to the informants are coherent in accordance with the interview guidelines. Interviews were carried out by limiting questions according to the topics that had been prepared in the interview guidelines. During the interview, the researcher recorded the results of the interview with hard equipment such as writing instruments and notebooks. Meanwhile, unstructured interviews were conducted informally, starting with general questions in a broad research area. This type of interview is not based on predetermined questions.

Qualitative data analysis is carried out interactively and continuously to meet data saturation. Activities in data analysis include data reaction, presenting data, and concluding data. Reducing data is an activity to summarize, choose the things that are important, and focus on the subject. Then get themes and patterns, remove unnecessary. The data truncation can provide a clear picture to facilitate researchers in collecting and compiling further data. The activity after cutting the data is presenting the data. The presentation

of data is d1 by compiling a brief description. The presentation of data in qualitative research can be d1 by compiling a narrative or descriptive text. After data reduction and data presentation, the next activity is to draw a conclusion and verify. Qualitative research conclusions are expected to be new findings that did not exist before. New invention can contain descriptions so that after the research the results become clear, which can be in the form of causal or interactive relationships, hypotheses or theories.

3. Results and Discussion

In the development of entrepreneurship, especially online business and marketing majors, they can collaborate with retail companies. 1 of the retail companies that cooperate with Vocational High School is *PT Sumber Alfaria*. State Vocational High School 1 Boyolangu is 1 of the vocational high schools that has successfully collaborated with *Alfamart*. Retail education is a class that uses a curriculum designed by *Alfamart*. In this Retail education, it creates alignment of educational programs with the needs of the retail industry through comprehensive learning. In addition, this class also provides a Business Center for hands-on practice, and students are also equipped with entrepreneurial competencies. In managing the Business Center, only Retail education es are involved, this is to support students' skills before going directly to the field.

According to the results of the interviews, there are differences between Retail education and other Online Business and Marketing classes. At the beginning of admission, all students in the area of Online Business and Marketing are the same which are divided into three classes. However, after that there was a grouping of *Alfamart* based on physical, written and interview tests. So the end result is an Retail education with the following differences. First, the differences in the curriculum used. Retail education has an additional curriculum besides the curriculum used by schools, namely the *Alfamart*. Curriculum *Alfamart* provides learning related *Alfamart* to students so that the *Alfamart* has more productive lessons. However, general subjects remain the same as for other Online Business and Marketing classes. Second Internship Retail education is different from other Online Business and Marketing classes.

The cooperative relationship between *Alfamart* and schools in the Retail education program is in the form of providing manpower that has been prepared since tenth class. Likewise, during street vendors, students from the *Alfamart* will be immediately placed in *Alfamart* retail stores in various locations. During the internship students from *Alfamart* will learn and get an idea of how the system works at *Afamart*. Likewise when they graduate from school, students from the *Alfamart* (when *Alfamart* recruiting employees)

will be immediately accepted to work at Alfamart. In addition, the form of cooperation between *Alfamart* and State Vocational High School 1 Boyolangu is the establishment of *Alfamart* in the school environment as a Business Center.

The specialty of the *Alfamart* compared to other Online Business and Marketing classes is in terms of practical learning, Retail education students will be accustomed to practicing on a miniature *Alfamart* (Business Center) at school before finally street vendors and further work at *Alfamart*. The curriculum provided for *Alfamart* is also different from other Online Business And Marketing classes where the Retail education curriculum is given directly by *Alfamart* for productive subjects. In this curriculum, students will be taught various information related to *Alfamart*, from the history of *Alfamart* to standart Operational Procedure's in *Alfamart*. On several occasions, representatives of *Alfamart* will also teach directly to Retail education students. In terms of careers, students from class X have been taught various information about *Alfamart*, so when they graduate, these students will have a great opportunity to work *Alfamart* directly.

In developing entrepreneurship, especially online business and marketing majors, *Alfamart* cooperates with vocational schools that have business or marketing management majors. The company synchronizes the retail education curriculum, and provides training for teachers and students. A synchronized curriculum is a curriculum compiled by schools and industries in order to implement a dual education system in vocational education. This Retail education is a class that uses a curriculum designed by *Alfamart*. To support the learning activities of Retail education students, this Retail education creates an alignment of educational programs with the needs of the retail industry through comprehensive learning. The material presented to students in this curriculum can indirectly foster and develop students' entrepreneurial competencies. The materials presented include: market analysis and research, marketing planning, marketing management, marketing strategy, online, retail business principles, knowledge of goods, merchandise arrangement, business communication, goods administration, transaction administration, and sales services. This is explained in the synchronization curriculum.

In planning learning strategies and setting approaches to teaching and learning methods and techniques in the synchronization curriculum of *Alfamart* and the education curriculum, namely by: (a) Setting the target of planning activities starting with deciding what *Alfamart* wants to achieve (b) Determining formulating the current position of *Alfamart* If the target has been established, the leadership must know where *Alfamart* is currently located and to achieve the targets that have been set, what resources are currently available (c) Determination of the supporting and inhibiting factors towards the target. Furthermore, it is necessary to know the factors, both internal and external, which

is expected to help and hinder *Alfamart* from achieving the targets that have been set

(d) Determining the preparation of steps to achieve the goals. The final step in planning activities is to develop various alternative possibilities or steps taken to achieve the specified success, evaluate these alternatives, and choose which 1 is considered the best, suitable and satisfactory.

Furthermore, in addition to the synchronization curriculum, there are learning tools that are applied in Retail education es. Learning tools as planning for improving the quality of learning for the Retail education Program at State Vocational High School 1 Boyolangu must pay attention to the types of learning tools, namely syllabus, Annual Program, Implementation Plans Learning, And Semester Program. 1) A syllabus is a learning plan for a particular subject and/or group of subjects or themes that includes competency standards, basic competencies, subject matter or learning, learning activities, indicators, assessments, time allocation, and learning resources or materials or tools [16]. A syllabus is an elaboration of competency standards and basic competencies into subject matter or learning, learning activities and indicators of competency achievement for assessment; 2) The annual program or abbreviated as Annual Program is a plan for determining the allocation of time for 1 academic year to achieve the goals (competence standards and basic competencies) that have been set [17]. Determination of time allocation is needed so that all the basic competencies in the curriculum can be achieved entirely by students; 3). The semester program plan is an elaboration of the annual program. The annual program is structured to determine the number of hours needed to achieve basic competence, while the semester program is directed to answer how many weeks or when the learning to achieve basic competence is carried out; 4). The lesson plan for each unit that will be determined by the teacher in classroom learning [18]. Implementation Plans Learning is essentially a plan to estimate or project what will be done in learning. Thus, lesson plans are an attempt to predict the actions to be taken in learning activities. Implementation Plans Learning needs to be developed to coordinate learning components, namely: basic competencies, standard materials, learning outcomes indicators, and assessments. The learning is said to be successful as seen from the result of the acquisition of student scores after learning ends, in addition to the value of student learning outcomes also affect the success of learning [19].

From the results of observations, the character of students from Retail education does not have a significant difference when compared to regular students from other areas of expertise in Online Business and Marketing. However, students from Retail education have been required to have a disciplined, responsible character, and have a high work spirit since they were in the tenth grade. This is following the objectives of the

Retail education, which is the result of collaboration between *Alfamart* and Vocational High Schools in certain areas, namely to produce graduates of Vocational High School students who are competitive, qualified, and ready to work in a corporate environment, especially in the retail industry. Thus, Retail education trained from an early age to have a professional character in working with a high work ethic. The form of evaluation activities carried out by *Alfamart* is one example of the form that students can use as a reference for improvement regarding their performance and character in serving or interacting with consumers.

However, the formation of the character of Retail education since the Covid-19 pandemic hit has in fact become an obstacle for the school and *Alfamart* itself. Until now, the transition period of the Covid-19 pandemic which requires the education sector to continue to change policies for mutual safety continues to be a difficult factor in terms of adaptation for school residents. Starting from the emergence of the Covid-19 virus to date, Internship activities for the field of Online Business and Marketing expertise, especially Retail education, are carried out online. The form of online activities carried out through online meetings was forced to be the only choice for students to take internship. In fact, the compulsory internship that is taken in the eleventh grade is 1 of the important activities that teach work experience for students. Direct practice in serving consumers, managing products, and other managerial activities in the retail industry can be learned during street vendors.

It is necessary to explain in more detail the obstacles to implementing Class *Alfamart*. Online First, the difficulty of delivering productive learning from teachers to students. Online learning greatly limits practical activities so that students from Retail education cannot see directly the knowledge being taught. Students only study the material without practice. For example, students do not know how to arrange products on a gondola, how to serve consumers properly and correctly, and do not understand terms that are often found at *Alfamart*. This also results in a lack of knowledge transfer for work experience. Second, the difficulty of adapting to technology. Although Vocational High School students are the younger generation who are literate with technological developments, various situations and conditions in the end remain an influential factor in learning. The informant for this research said that inviting students to carry out learning through online meetings becomes difficult. Problems ranging from different regional telephone networks, government aid quotas that do not support learning applications, to student's smartphone compatibility are the reasons. From this, the media used for learning is increasingly limited so that teachers provide learning materials through simple media that are easily accepted by students. Third, the limited interaction during

the Covid-19 pandemic has reduced students' courtesy towards older people. During the Covid-19 pandemic, student interactions are only limited to friends, parents, and other closest people. Interaction with outsiders is minimal as a result of social distancing. This has an impact on how they interact with other people. Students are Retail education educated to be professional in interacting with potential customers, regardless of who they are dealing with.

4. Conclusion

Retail education is an industrial class program in the Online Business and Marketing department which has differences from other Online Business and Marketing classes. This class is a class that has its own curriculum in the fields of productive subjects, learning practices, internships, to the recruitment process, all of which are regulated by *Alfamart* and in collaboration with the school. *Alfamart*. is collaborating with Vocational High Schools that have a Department of Online Business and Marketing at State Vocational High School 1 Boyolangu is one of the schools that implements a synchronization curriculum with *Alfamart* companies. The company synchronizes the retail education curriculum, the curriculum compiled by schools and industry in order to implement a dual education system in vocational education. *Therefore*, the *Alfamart* applies a curriculum that is different from other Marketing classes. Curriculum *Alfamart* and educational education curriculum are adapted to the Business World or the Industrial World. there is a synchronization curriculum of the materials delivered in this Retail education based on the synchronization curriculum. The material presented to students in this curriculum can indirectly foster and develop students' entrepreneurial competencies. The *Alfamart* facilitated by Business Center which is a duplicate store of *Alfamart*. In Business center for direct practice in the field to support students' skills in managing *Alfamart*.

The learning in this transitional period needs to be readjusted in all aspects, including learning in the *Alfamart*. In addition, adjustments also need to be considered in learning tools as a planner in improving the quality of learning for the Retail education at State Vocational High School 1 Boyolangu which pays attention to the types of learning tools in general, such as Syllabus, Annual Program, Semester Program and Implementation Plans Learning. The learning tools used by the Retail education still follow the learning device system from the school, and the Retail education students' learning tools are the same as the regular class marketing students' learning tools.

The results of the discussion of the learning devices used by Retail education students still follow the learning device system from the school, and the learning devices for Retail

education students are equated with the learning devices of regular class marketing students. In addition to learning tools that are focused on vocational students, namely fieldwork practices, the Retail education is facilitated by the Business Center, which is a duplicate store of *Alfamart*. The Business Center is used by *Alfamart* students for hands-on practice in the field to support students' skills in managing *Alfamart*.

Students must be able to adapt to current conditions, special the condition of the *Alfamart* which is included in the industrial class which requires them to be more prepared to become industrial workers. With transitional conditions like now where implementation face to face learning could gradually implement better, it is possible that learning will run normally again so that including the *Alfamart* can also learn more optimally. The final impact is on the careers of students after graduating from school which will be better.

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