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Integration of Planning, Organizing, Implementation, and Evaluation in Improving the Effectiveness of In-Depth Learning Management in Elementary Schools

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ABSTRACT

The integration of planning, organizing, implementation, and evaluation is essential for improving the effectiveness of in-depth learning management in elementary schools. However, learning practices are often fragmented, limiting the development of meaningful and student-centered learning. This study aimed to analyze the influence of integrating these four managerial functions on the effectiveness of deep learning management. A quantitative survey design was employed, involving 120 elementary school teachers selected through purposive sampling. Data were collected using a validated and reliable Likert-scale questionnaire measuring planning, organizing, implementation, evaluation, and deep learning effectiveness. Data analysis included descriptive statistics and multiple linear regression. The results indicate that planning, organizing, and implementation simultaneously have a significant positive effect on deep learning effectiveness ($R^2 = 0.765$; $p < 0.05$). Partially, planning ($\beta = 0.472$) and organizing ($\beta = 0.474$) demonstrated the strongest contributions, while implementation ($\beta = 0.260$) also showed a positive significant effect. The regression model was statistically significant ($F = 104.416$; $p < 0.001$), confirming that integrated instructional management substantially explains variations in learning effectiveness. These findings suggest that deep learning effectiveness depends on the coherent synergy of managerial functions rather than isolated application. The study contributes to extending classical management theory into the context of elementary education and offers practical implications for strengthening collaborative planning, structured organization, adaptive implementation, and continuous evaluation to support meaningful and sustainable learning.

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1. INTRODUCTION

Improving the quality of learning in elementary schools requires a harmonious integration of planning, organizing, implementing, and evaluating. These four aspects cannot be viewed as separate processes, but rather as an interconnected whole that creates effective in-depth learning management. Field observations indicate that elementary school teachers still face challenges in connecting curriculum design, teaching strategies, and evaluation to foster conceptual understanding and the development of 21st-century skills. This becomes increasingly relevant amidst the need for educational innovation that adapts to social, technological, and policy changes.

The urgency of this research stems from the fact that learning practices are often fragmented and poorly integrated. For example, teachers tend to place greater emphasis on administrative-based learning planning without fully linking it to implementation and formative evaluation focused on student development. Goertzen, Schils, and Heeneman (2023) emphasize the importance of collaboration between teachers and researchers in designing formative assessment as an integrated practice, enabling teachers to not only assess outcomes but also guide the learning process more deeply.

Furthermore, the post-COVID-19 pandemic context also highlights the need for adjustments in learning management. Selvik and Herrebrøden (2024) found that teachers' experiences during school reopenings presented an opportunity to develop more adaptive education. This indicates that integrating planning and evaluation is not only important under normal circumstances but also crucial when facing educational disruption.

The novelty of this research lies in its attempt to connect four dimensions of learning management within a single conceptual framework to enhance in-depth learning in elementary schools. While previous research has focused on a single aspect, such as out-of-class learning experiences (Akarsu, 2025) or the dynamics of changing learning habits in nature schools (Bertelsen, Bruun, & Guldager, 2024), this study emphasizes the integration of all four aspects of learning management into a comprehensive strategy. This approach allows elementary schools to focus not only on methodological innovation but also on building a consistent learning system from planning to evaluation.

The purpose of this study is to analyze how the integration of planning, organizing, implementing, and evaluating can improve the effectiveness of in-depth learning management in elementary schools. Through this research, it is hoped that a learning management pattern can be identified that not only addresses administrative demands but also encourages the creation of meaningful learning oriented towards the holistic development of student competencies. Thus, this study not only contributes to elementary education practice but also offers a new conceptual framework for future educational research.

The theoretical basis for research on the integration of planning, organizing, implementing, and evaluating learning in elementary schools is rooted in the principles of educational management which position teachers as both designers and implementers of the learning process.

Figure 1. The main functions of classical management

The classical management theory proposed by Henri Fayol emphasizes four main functions: planning, organizing, actuating, and controlling, which in the educational context are then understood

as planning, organizing, implementing, and evaluating. These four functions are not separate stages, but rather a complementary cycle to achieve effective learning goals.

In educational theory, learning planning is defined as the process of systematically designing learning activities to achieve learning objectives. Thorough planning enables teachers to select methods, strategies, and learning resources relevant to students' needs. In their research on formative assessment, Goertzen, Schils, and Heeneman (2023) emphasize the importance of collaborative planning with researchers so that the design focuses not only on final results but also supports students' ongoing learning process. This means that good planning involves not only developing a syllabus or lesson plan but also preparing formative assessment instruments as an integral part of learning.

Organization in the context of primary education refers to how teachers and schools organize resources, including teaching staff, infrastructure, and the learning environment, to optimize the learning process. In his study of out-of-class learning experiences, Akarsu (2025) highlighted that innovative learning organization can expand children's learning space beyond the formal classroom. This demonstrates that a good learning organization not only manages administrative aspects but also creates a contextual learning ecosystem that supports in-depth learning.

Learning implementation is the stage where the learning design is realized in real-life classroom practice. From a constructivist perspective, the learning process should be student-centered, with the teacher acting as a facilitator, encouraging exploration, problem-solving, and the development of critical thinking skills. Research by Selvik and Herrebrøden (2024) on teachers' experiences during post-pandemic school reopenings emphasizes that learning implementation must be adaptive and flexible, as social conditions and the educational environment can change drastically. Therefore, teachers are required to integrate pedagogical innovation with managerial skills to maintain the quality of learning implementation.

The evaluation stage in learning management serves not only as a tool to assess the achievement of objectives but also as a means of reflection and continuous improvement. In their study of learning in nature schools, Bertelsen, Bruun, and Guldager (2024) explain that evaluation can be a mechanism for shifting rigid learning habits toward more reflective learning experiences. Comprehensive, formative evaluations will help teachers identify strengths and weaknesses in the learning process, while providing feedback for future planning and implementation improvements.

The concept of deep learning itself is based on the idea that students cannot simply memorize information; they need to construct meaning, understand the relationships between concepts, and be able to apply knowledge in real life. Avishai, Palatnik, and Kolikant (2025) emphasize that a learning process that places students in an active and reflective position can strengthen conceptual understanding and critical thinking skills. Therefore, deep learning can only be achieved if the four learning management functions are integrated consistently and systematically.

2. METHODS

This study employed a quantitative approach using a survey method through the distribution of structured questionnaires. This design was chosen to measure the extent to which the integration of planning, organizing, implementing, and evaluating influences the effectiveness of deep learning management in elementary schools. Creswell (2014) emphasized that quantitative research allows the testing of theoretical relationships among variables using standardized instruments, ensuring objectivity and enabling statistical analysis.

The population of this study consisted of elementary school teachers actively teaching in public and private schools within the research area. Participants were selected using purposive sampling based on the following inclusion criteria: (1) teachers with a minimum of three years of teaching experience, (2) currently involved in classroom teaching activities, and (3) having participated in school-based curriculum planning or evaluation meetings. These criteria were applied to ensure that respondents had sufficient experience in the processes of planning, organizing, implementing, and evaluating learning activities. In total, 120 teachers met the criteria and participated voluntarily.

The primary instrument was a self-administered questionnaire developed based on the operational indicators of each variable. The independent variables were planning, organizing, implementation, and evaluation, while the dependent variable was the effectiveness of deep learning management. Each construct was measured using 5-point Likert-type items ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Examples of representative items include: Planning: "Learning objectives are formulated collaboratively with reference to students' contextual needs.", Organizing: "Teacher task distribution is based on competency alignment and workload balance.", Implementation: "Learning activities facilitate students' inquiry and reflective thinking.", Evaluation: "Assessment emphasizes students' ability to apply knowledge in real-life contexts.", Effectiveness of deep learning management: "Students demonstrate sustained engagement and critical reasoning during learning activities." A pilot test was conducted with 30 elementary school teachers who were not part of the main sample to assess clarity, reliability, and construct validity. The results indicated that all item-total correlations were above 0.30, and the Cronbach's alpha coefficients ranged from 0.81 to 0.90 across variables, demonstrating good internal consistency.

Data collection was carried out through both in-person and online questionnaire distribution. Prior to analysis, all responses were screened for completeness and consistency. Descriptive statistics were used to describe respondent characteristics and variable distributions, while inferential statistics—specifically multiple regression analysis—were applied to test the hypothesized influence of the four managerial functions on deep learning effectiveness. Following Sugiyono (2019), quantitative analysis enables the identification of measurable causal and correlational relationships among variables. Ethical standards were strictly observed throughout the research process. Informed consent was obtained from all participants prior to data collection, and participation was voluntary with the assurance of anonymity and confidentiality. Respondents were informed that their data would be used solely for academic purposes.

3. FINDINGS AND DISCUSSION

3.1 Description of research object

The object of this research is Menteng 01 Public Elementary School Jakarta, located on Jalan Besuki, Menteng, Central Jakarta. Established in 1934 during the Dutch colonial period, the school was officially taken over by the Indonesian government in 1962 and became a public elementary school. Currently, SDN Menteng 01 is known as one of the leading public elementary schools in the city center, with an educational environment that supports both the academic and character development of students.

The number of students enrolled at SDN Menteng 01 reached 478 students, divided into twelve study groups ranging from grades I to VI. The average number of students per class ranges from 25–30. The teaching staff on duty consists of class teachers, special subject teachers (such as Religious Education, Physical Education, and English), and educational support staff, including the principal and administrative staff. The teacher-student ratio is relatively balanced, allowing for an effective learning process with intensive interaction between teachers and students (Wikipedia, 2025).

Geographically, SDN Menteng 01 is located in the Menteng area, known as a historical district and the center of government. The school's strategic location provides advantages for student accessibility and opportunities for collaboration with various educational institutions and local governments. The socioeconomic background of most students is middle to upper class, providing relatively better access to learning resources, technology, and supporting facilities than in most elementary schools.

In terms of curriculum, SDN Menteng 01 has gradually implemented the Independent Curriculum, particularly in lower and middle grades. Teachers are encouraged to develop teaching modules that focus not only on academic achievement but also on developing 21st-century skills such as critical thinking, creativity, communication, and collaboration. The learning process is complemented by formative assessments to continuously monitor student progress. This aligns with the views of

Goertzen, Schils, and Heeneman (2023), who emphasize the importance of integrated assessments in supporting in-depth, process-oriented learning.

In terms of facilities and infrastructure, the school has adequate permanent classrooms, a library, a computer lab, a health and safety room, and several rooms to support extracurricular activities. However, there are still limitations in terms of science laboratories and optimizing internet access in all classrooms. This situation requires teachers to be creative in utilizing a variety of learning resources, including textbooks, the surrounding environment, and digital media.

With its historical background, number of students, quality of teaching staff, and facilities, SDN Menteng 01 is considered representative to be used as an object of research regarding the integration of planning, organizing, implementing, and evaluating learning in increasing the effectiveness of in-depth learning management in elementary schools.

3.2 Validity Test Results

Validity testing is used to determine the extent to which a research instrument is able to measure what it is supposed to measure. In this study, the validity test was conducted using the Pearson Product Moment correlation technique between the score of each item and the total score of the construct. According to Sugiyono (2019), an item is declared valid if the correlation coefficient (r count) is greater than the r table at a certain significance level, or if the significance value is <0.05.

Table 1. Validity test result

Variables	Item	Correlation with Total	Sig. (2-tailed)	Information
X1 – Planning	X1_1	0.896**	<0.001	Valid
	X1_2	0.890**	<0.001	Valid
	X1_3	0.865**	<0.001	Valid
	X1_4	0.871**	<0.001	Valid
	X1_5	0.912**	<0.001	Valid
X2 – Organizing	X2_1	0.895**	<0.001	Valid
	X2_2	0.886**	<0.001	Valid
	X2_3	0.878**	<0.001	Valid
	X2_4	0.890**	<0.001	Valid
	X2_5	0.902**	<0.001	Valid
X3 – Implementation	X3_1	0.853**	<0.001	Valid
	X3_2	0.889**	<0.001	Valid
	X3_3	0.879**	<0.001	Valid
	X3_4	0.883**	<0.001	Valid
	X3_5	0.861**	<0.001	Valid
Y – Effectiveness of Deep Learning Management	Y_1	0.928**	<0.001	Valid
	Y_2	0.902**	<0.001	Valid
	Y_3	0.912**	<0.001	Valid
	Y_4	0.887**	<0.001	Valid
	Y_5	0.906**	<0.001	Valid

Based on the calculation results displayed in the table above, all items in variables X1 (Planning), X2 (Organizing), X3 (Implementation), and Y (Effectiveness of Deep Learning Management) have high item-total correlation values, ranging from 0.853 to 0.928, with a significance of <0.001. This indicates that each statement item in the questionnaire is able to measure the intended construct consistently.

3.3 Reliability Test Results

Instrument reliability is intended to determine the internal consistency of the questions in the questionnaire. The reliability test in this study uses the Cronbach's Alpha, where a construct is said to be reliable if the Cronbach's Alpha value is ≥ 0.70. According to Sugiyono (2019), an instrument with a

high alpha value indicates that the items in the instrument are well correlated and can be relied upon to measure research variables. The results of the reliability test are shown in the following table:

Table 2. Reliability Test Results

Construct	Items tested	Cronbach's Alpha	N of Items	Information
X1 – Planning	X1_1, X1_2, X1_3, X1_4	0.909	4	Reliable
X2 – Organizing	X2_1, X2_2, X2_3, X2_4, X2_5	0.934	5	Reliable
X3 – Implementation	X3_1, X3_2, X3_3, X3_4, X3_5	0.922	5	Reliable
X4 – Evaluation	X4_1, X4_2, X4_3, X4_4, X4_5	0.947	5	Reliable
Y – Effectiveness of Deep Learning Management	Y_1, Y_2, Y_3, Y_4, Y_5	0.946	5	Reliable

Based on the table above, all research variables have a Cronbach's Alpha value of more than 0.90. This indicates that all constructs in this study can be categorized as very reliable, so that the questionnaire is suitable for use in the next analysis stage. These results are consistent with Creswell's (2014) view that high reliability indicates the stability and consistency of a research instrument, thus ensuring reliable measurement of the research variables. Therefore, the instruments in this study met the requirements for validity and reliability and could proceed to the descriptive and inferential analysis stages.

3.4 Regression Test Results

Multiple linear regression analysis was conducted to test the extent to which planning (X1), organizing (X2), and implementation (X3) influence the effectiveness of in-depth learning management (Y).

Table 3. Model summary test result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875[a]	.765	.758	2.12244

a. Predictors: (Constant), TOTAL_X1, TOTAL_X2, TOTAL_X3

The calculation results in the Model Summary table show a correlation coefficient (R) of 0.875. This value can be interpreted as indicating a very strong relationship between the independent and dependent variables. Furthermore, the coefficient of determination (R Square) of 0.765 indicates that 76.5% of the variation in deep learning effectiveness can be explained by the three independent variables studied. Meanwhile, the remaining 23.5% is explained by factors outside the research model. The Adjusted R Square value of 0.758 confirms that the resulting regression model is quite stable and has good predictive capabilities.

Table 4. ANOVA analysis test result

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1411.103	3	470.368	104.416	.000[b]
	Residual	432.457	96	4.505		
	Total	1843.560	99			

a. Dependent Variable: TOTAL_Y

b. Predictors: (Constant), TOTAL_X1, TOTAL_X2, TOTAL_X3

The model's feasibility was tested using the F-test. The ANOVA analysis showed a calculated F-value of 104.416 with a significance level of 0.001, which is much lower than 0.05. This indicates that the constructed regression model is significant, indicating that planning, organization, and implementation simultaneously influence the effectiveness of in-depth learning management. In other words, these three aspects of learning management, when integrated, are able to explain variations in learning effectiveness meaningfully.

Table 5. Coefficient analysis test result

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-3.059	1.238		-2.471	.015
	TOTAL_X3	.260	.068	.231	3.828	.000
	TOTAL_X2	.474	.061	.448	7.789	.000
	TOTAL_X1	.472	.061	.433	7.752	.000

a. Dependent Variable: TOTAL_Y

Partial significance tests show that all three independent variables have a positive and significant influence on the dependent variable. Planning has a regression coefficient of 0.472 with a t-value of 7.752 and a significance level of 0.000. These results prove that the better the planning carried out by teachers, the higher the effectiveness of in-depth learning achieved. Organization has an almost equally strong influence with a regression coefficient of 0.474, a t-value of 7.789, and a significance level of 0.000. This indicates that structured organization, from the division of teacher tasks to the arrangement of learning resources, significantly increases the effectiveness of learning. Meanwhile, implementation also shows a positive influence with a regression coefficient of 0.260, a t-value of 3.828, and a significance level of 0.000. Although its contribution is relatively smaller than the other two variables, these results still indicate that the quality of learning implementation plays an important role in supporting the effectiveness of in-depth learning management.

Based on the results of the regression analysis, the equation $Y = -3.059 + 0.472X1 + 0.474X2 + 0.260X3$ was obtained. This equation means that every increase in the variables of planning, organizing, and implementing will be followed by an increase in the effectiveness of in-depth learning management. The negative constant of -3.059 does not have direct practical meaning, but confirms that the existence of variables X1, X2, and X3 is absolutely necessary to explain the effectiveness of learning. Thus, the results of this analysis strengthen the conclusion that the integration of planning, organizing, and implementing makes a significant contribution to the effectiveness of learning in elementary schools.

Discussion

The Influence of Planning on the Effectiveness of Deep Learning Management

The findings indicate that planning has a positive and significant effect on the effectiveness of deep learning management in elementary schools. Teachers who systematically design learning objectives, select appropriate strategies, and align assessments with competencies tend to foster more meaningful learning outcomes. This result supports the study of Goertzen, Schils, and Heeneman (2023), who found that integrated planning coupled with formative assessment enhances the accuracy and continuity of student progress monitoring. Similarly, Avishai, Palatnik, and Kolikant (2025) demonstrated that teachers using student-centered planning frameworks create more engaging and effective learning experiences. The present study strengthens these findings by confirming that flexible planning—responsive to students' diverse needs within the Merdeka Curriculum—is essential for realizing deep learning. Practically, this implies that schools should allocate sufficient time and collaborative spaces for teachers to design adaptive learning plans. Hence, planning functions as a strategic foundation that determines the success of subsequent managerial stages.

The Influence of Organization on the Effectiveness of Deep Learning Management

The results also show that organization has a positive and significant impact on deep learning effectiveness. Effective organization includes the distribution of teacher roles, scheduling, and the optimal utilization of learning resources. When resources and responsibilities are managed coherently, learning becomes more efficient and purposeful. These findings are consistent with Akarsu's (2025) research, which highlights that well-organized learning experiences—particularly those extending beyond classroom boundaries—enhance students' contextual understanding. Furthermore, Creswell (2014) emphasized that an education system's success depends on how well its components function in harmony. In this study, effective organizational practices ensured that teachers' collaborative efforts and resource management directly supported the goals of deep learning. For school administrators, these results underscore the importance of establishing transparent structures and communication systems to support teacher collaboration.

The Influence of Implementation on the Effectiveness of Deep Learning Management

The analysis reveals that implementation also exerts a positive yet relatively weaker influence compared to planning and organization. This suggests that while teachers can design and organize learning effectively, translating those plans into practice often faces contextual challenges. Selvik and Herrebrøden (2024) showed that teachers' adaptive capacity during post-pandemic recovery significantly shaped implementation success, especially when digital and hybrid models were involved. The present findings align with this view but also suggest that implementation may be constrained by factors such as limited classroom resources, diverse student readiness levels, and administrative workloads. In line with Bertelsen, Bruun, and Guldager (2024), effective implementation requires teachers to deviate from rigid routines and encourage autonomy and inquiry in students. From a practical standpoint, professional development programs should therefore focus on equipping teachers with adaptive instructional strategies that can be applied across varying contexts. The relatively weaker coefficient for implementation indicates that, despite strong planning and organization, execution remains the most fragile link in deep learning management—requiring stronger institutional support and pedagogical mentoring

The Simultaneous Influence of Planning, Organization, and Implementation

Regression analysis further confirms that the integration of planning, organization, and implementation simultaneously has a significant and substantial effect on deep learning effectiveness ($R^2 = 0.765$). This suggests that effectiveness is not the result of isolated actions but of coordinated managerial synergy. This finding reinforces the perspective of Kain, Koschmieder, and Bergner (2024),

who argued that 21st-century competencies can only emerge through comprehensive and interconnected learning management systems. The present study extends that argument by empirically demonstrating that when these managerial functions align, they collectively shape more adaptive, innovative, and student-centered learning environments.

Practical Implications and Limitations

The findings of this study have important implications for teachers, school leaders, and curriculum designers. Teachers are encouraged to engage in collaborative lesson planning that aligns with the Merdeka Curriculum's flexibility; school leaders should establish organizational systems that promote inter-teacher coordination; and curriculum developers should design frameworks that allow autonomy and contextual adaptation. However, this study is limited by its reliance on self-reported data from a single region and the use of a cross-sectional survey design, which restricts causal interpretation. Future research should incorporate longitudinal or mixed-method approaches to explore how deep learning management evolves over time and across diverse school contexts.

4. CONCLUSION

This study concludes that the integration of planning, organization, and implementation significantly enhances the effectiveness of deep learning management in elementary schools. These managerial functions collectively account for more than seventy percent of the variation in learning effectiveness, confirming that effective instructional management depends on their coherent integration rather than isolated application.

Theoretically, this research contributes to the development of an integrated instructional management model, extending Fayol's classical management theory into the context of deep learning under the *Merdeka Curriculum*. This model provides a framework for understanding how interconnected managerial processes drive meaningful and adaptive learning outcomes.

Practically, the findings emphasize the need for schools to strengthen professional capacity and institutional systems that support integrated management. Teachers should receive ongoing professional development focused on collaborative lesson planning, formative assessment, and adaptive teaching strategies. School leaders should promote policies that encourage cross-grade and interdisciplinary teaching teams, optimize resource allocation, and institutionalize reflective practices. These measures can enhance instructional coherence and improve student learning experiences.

Future research should expand the current model by incorporating the evaluation variable into regression analysis to capture the complete management cycle. Researchers are also encouraged to employ mixed-method or longitudinal designs to explore causal dynamics and sustainability of managerial integration over time. Comparative studies between urban and rural schools could further illuminate contextual differences in implementing deep learning management.

In essence, effective deep learning management requires sustained collaboration, structured planning, and adaptive implementation—an integrative approach essential for cultivating 21st-century competencies among elementary school learners.

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