



The Strategy of the School Principle in the Implementation of the Independent Curriculum

Nola Nari¹, Christina Khaidir², Yudabbirul Arif³, Nurhizrah Gistituati⁴, Rusdinal⁵, Amina Intes⁶

¹ UIN Mahmud Yunus Batusangkar, Indonesia

² UIN Imam Bonjol Padang, Indonesia

³ Universitas Negeri Padang, Indonesia

⁴ Universitas Negeri Padang, Indonesia

⁵ Universitas Negeri Padang, Indonesia

⁶ University of Southern Denmark, Denmark

Corresponding Author: Nola Nari, Email : nolanari84@gmail.com

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ABSTRACT

This study aims to determine the role of the school principal as a change leader, the principal's strategy as a change leader, the principal's innovation as a change leader, the factors supporting change, and the factors inhibiting change in the implementation of an independent curriculum. This study uses a qualitative approach. Research informants were selected by purposive sampling technique. The data collection process was carried out by in-depth interviews, documentation studies and field notes. Data analysis was performed with reference to the Miles and Huberman model. To ensure the validity of the data, researchers used triangulation techniques and increased the persistence of researchers in analyzing the documents they found. The conclusions of this study are: (1) the role of the principal is shown by the implementation of the independent curriculum, driving the learner-centered learning process. and provide independence to work for students and educational staff; (2) the principal's strategy is by identifying cases, conducting interviews, creating good relations, and creating an atmosphere towards students' awareness of the implementation of the independent curriculum; (3) the innovation of the school principal in carrying out P5, entrepreneurship (traditional food bazaar), voting for democracy (election for the OSIS chairman) and building body and soul (religious activities such as the Ramadan Islamic boarding school); (4) Factors supporting the school principal, namely internal factors (infrastructure and leadership of the school principal) and external factors, namely there are already 2 driving force teachers resulting from training organized by the government; (5) Obstacles from internal parties, namely: lack of

teacher education, There are teachers who are inconsistent in their implementation, there are teachers who are clueless.

Keywords: *Independent curriculum, Principals Leadership, success strategy.*

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INTRODUCTION

After the inauguration of Nadiem Makarim on 23 October 2019 as the Indonesian Minister of Education, Culture, Research and Technology, Nadiem Makarim has made several policies and various excellent programs related to education in Indonesia (Sumarsih, et al., 2022: 8249). One of them is the Independent Curriculum Program. According to Gunanto(2022) the independent curriculum is a curriculum with intracurricular learning so that students have enough time to explore concepts and strengthen competence (Auliani dkk., 2023; Mustafiyanti dkk., 2023). Change curriculum bring unit education to in competition, change in design organization, structure organization and leadership. Richard Daff (1988) said that leadership can push as well as support creativity for help followers and organization for moreeasy accept as well as Ready change. According to Bishop (2001) Leadership facilitate, support as well as develop ability for change (Mulyasari dkk., 2023; Wanti dkk., 2023). The morestrong leadership somebody in do action for change organization, then the moretall level achievement change organization. On the contrary, more and more weak leadership somebody in influence and move others for do change, then the more also lowlevel achievement change (Khilal; 2016).

One of the advantages of implementing an independent curriculum is that it is more relevant and interactive where learning through project activities will provide wider opportunities for students to actively explore actual issues, such as environment, health, and other issues to support character development and competency profile of Pancasila students (Nisa', 2022). things important to note leader in reach change going to profile student Pancasila, namely: to have great credibility and reputation to afford become inspiration and motivation; recognize change and can take place in heart everyone; awaken enthusiasm and passion For changed for everyone inside organization; intelligent use theme change in organization; give inspiration to everyone faces change; invite and hold every heart and mind For Spirit increase potency organization; intelligent guide every people for stop discourse in a manner long and inviting do actions focused on improvement performance; use pattern or thinking models simple and clear so as not to trapped with method complicated thinking; and solid and strong in every motion and steps change. Leavitt (2016), change organization

include: change structure organization; change technology; change task; and change the human.

If the curriculum change has produced positive results, it needs to be preserved into a new culture Michel Beer (2000: 452); (Khilal ; 2016). Preserving changes to an organizational culture is not limited to technical changes, but also changes in a personal approach, for example serving students, partners, lecturers and so on in tertiary institutions(Priansa, 2020; Rojuanlah, 2012; Akbar, 2018; Muhaimin et al, 2015). Based on problem above, for That need done analysis about roles, strategies, innovations carried out head school in application curriculum independence, supporting factors and inhibiting factors in implementation curriculum independent (Al Maarif dkk., 2023; Noer dkk., 2023; Utami dkk., 2023). Obtained information in the field can become effort strengthening implementation curriculum independent more continue.

RESEARCH METHODOLOGY

The method used in this research is to use a qualitative research approach. With this type of research in the form of content analysis research. This research was conducted by building and describing the concepts studied naturally and what facts were found in the field. In order to obtain data that is credible and scientifically justifiable. Informants used in this study were selected by *purposive sampling* with criteria according to data requirements. Techniques in the selection of informants are informants who are able to present an overview related to successful strategies head school in independent curriculum implementation. Data collection was carried out by interviewing what was done to head school in implement curriculum independent . Data analysis was performed with reference to the Miles and Huberman model. To ensure the validity of the data, it is carried out by deepening understanding and accuracy related to the independent curriculum implementation program documents through activating teachers proclaimed by the ministry of education and culture (Creswell, 2013); (Miles, 1994); (Sugiyono, 2018).

The stages of data analysis can be carried out by researchers by observing the following steps: 1. Data reduction Data reduction is data analysis that groups data in such a way that a final conclusion (verification) can be drawn. The data obtained from the field was written down in detail and systematically immediately after each data collection was completed. Reports should be narrowed down by selecting focus areas that match the discovery focus for easy closure. Data reduction was carried out to make it easier for researchers to obtain data searches if needed and help provide codes for certain aspects. 2. Data display (data display) The next step is presenting data, as organized data collection or information that allows conclusions and action to be taken. The data is organized using narrative text, but can also be in the form of matrices, graphs and diagrams. Getting lost in piles of data can be controlled by researchers in presenting data. So by doing this it can make it easier for researchers to understand what happened and what plans to do next. 3. Verification A series of peak data analyzes, with findings in qualitative research, require review during the study. Verification must

produce valid conclusions. Therefore, it is best to review the conclusions by reviewing notes as you investigate and look for patterns, themes, patterns, relationships and similarities to draw conclusions.

RESULT AND DISCUSSION

Research findings obtained from various sources and information obtained from informants, the following will describe the results of the analysis related to the roles, strategies, innovations carried out head school in application curriculum independence, supporting factors and inhibiting factors in implementation curriculum independent (Fadiyah dkk., 2023; Hermansyah dkk., 2023; Ranal dkk., 2023). Interview results with head school MTsN 11 Pesisir Selatan and head SMPN 12 Solok Selatan school, following explained a number of results obtained: First, the role of the principal in implementing the independent curriculum. The principal as the leader of his educational institution in developing an independent learning curriculum in his school can be done by maximizing the evaluation process on academic supervision for reflection material in order to create a better teaching and learning situation (Fiqih dkk., 2023; Pamuji & Limei, 2023). The role of the Principal in improving the quality of education is related to the implementation of academic supervision. In relation to the curriculum, through academic supervision the Principal will be actively involved in the curriculum development process so that he can mobilize the teaching and educational staff in order to create a learning process that is pro-student. In implementing the independent learning curriculum, the principal has a role to drive the student-centered learning process and provide educators and their education staff with independence to work.

Second, the principal's strategy in implementing the independent curriculum; as well as examples: Teachers and principals must learn independently through the Merdeka Teaching Platform. (Azizah dkk., 2022; Nicholas dkk., 2023; Putri dkk., 2023) Teachers and principals learn the Independent Curriculum by participating in a webinar series. Teachers and principals learn the Independent Curriculum in learning communities. Teachers and principals learn good practices through recommended sources. Teachers and principals make use of the helpdesk for more information, strategies (Vicky dkk., 2023). Teachers and principals work together with development partners for the implementation of the Independent Curriculum.

Third, the innovations made by the principal in implementing the independent curriculum (1). Forming a Team The principal's first role in preparing projects in the independent curriculum is to form a project team and participate in project planning. (2). Supervising Project Implementation The principal's role in the second Pancasila student profile strengthening project is to oversee the project and manage educational unit resources in a transparent and accountable manner. (3). Building Communication and Collaboration. The third role that can be played by the principal is to build communication for collaboration between parents of students, members of the education unit, and project enrichment sources: society, community, university, practitioners, and so on. (4). Developing a Practical Community. The role of the four education unit heads

in the project to strengthen the Pancasila student profile is to develop a community of practitioners in the education unit for continuous improvement of educator competence. (5). Conducting Coaching The role of the five education unit heads in preparing a project to strengthen Pancasila students in the independent curriculum is to conduct periodic coaching. (6) Design and implement P5, entrepreneurship (food bazaar traditional), sound democracy (election student council president) and get up body and soul (activity religious like Islamic boarding school Ramadan).

Fourth, Factors supporting the school principal in the implementation of the independent curriculum (1). There is active participation from teachers and schools in curriculum development. Teachers and schools need to be actively involved in designing curricula according to local needs and potential (2) . Increasing teacher competence in curriculum development. Utilizing the Merdeka Learning platform is a step taken by teachers to have adequate knowledge and skills in designing and implementing a curriculum that is in accordance with the Merdeka Curriculum. (3). Provision of teaching materials according to local needs and potential. The Merdeka Curriculum allows the use of teaching materials that are varied and in accordance with the local context, so efforts are needed to provide teaching materials that suit local needs and potential. (4). There is continuous evaluation and improvement. Evaluation and improvement of the curriculum needs to be carried out continuously to ensure that the curriculum implemented can meet local needs and potential, and is able to produce optimal learning outcomes for students. (5). There are 2 driving teachers who have passed the government program.

Fifth, Obstacles in the implementation of the independent curriculum (1). Lack of understanding and support from teachers. Implementation of the Merdeka curriculum requires more skills and knowledge for teachers, so there is a need for adequate training for teachers. (2). There are no adequate facilities and infrastructure. Schools still have difficulty meeting the needs for facilities and infrastructure that can support the implementation of the independent curriculum. (3). Inconsistent government policies. The government needs to provide consistent support in the implementation of the Merdeka curriculum so that frequent changes do not occur, which can confuse teachers and students. (4) there are teachers who have limitations use technology.

CONCLUSION

Quality culture is a system of shared meaning held by members that distinguishes an organization from other organizations. This system of shared meaning is a set of key characteristics that are held in high esteem by the organization or school. The school's quality culture is a combination of values, beliefs, assumptions, understandings, and expectations that are believed by school members and used as a guide for behavior and solving internal and external problems they face. That the success of a quality culture lies in the ability of leaders or principals to link by utilizing *hard system tools* such as strategy, structure, system and *soft system tools*, namely *shared values, staff, skills* and

style. Therefore, if the quality culture is not functioning with a common goal then the leader must intervene to overcome this. (Akhmad Said, 2018)

Factors supporting change come from internal schools (leadership of principals, foundation support, and infrastructure), and external schools (community's need for education, and competition between schools). While the inhibiting factors for change come from the teacher's *mindset* which is difficult to change, low teacher competence, and *image* school is not good in society. (Anna Mar'atuz Zahro , Ahmad Yusuf Sobri , and Ahmad Nurabadi, 2018). The principal is someone who is given additional tasks at school who is responsible for developing culture at school. School culture is a set of values that underlies behavior, traditions, daily habits, and symbols practiced by school principals, educators/teachers, education/administrative staff, students, and the community around the school. The development of school culture can be influenced by the principal's leadership of all elements involved in it, such as educators, students, and education staff. (Shamsuddin, 2020).

Principals as instructional leaders have brought us this far in the quest for continuous improvement. We must now raise our sights and focus on principals as leaders in the culture of change and the associated conditions that will enable this on a large scale and sustainably including the transformation of the teaching profession. This will require system-wide efforts at the school, community and district levels, as well as radically more enlightened policies and incentives at the state level. (Michael Fullan, 2002). The leadership of school principals who have changes is able to improve the quality of education in schools. Principals improve student management by tightening student discipline and providing innovative programs to improve the quality of education. With good school principal leadership, the quality of education will be better. (A Jean Dwi Ritia Sari, et al, 2021).

The appointment of Nadiem Makarim as the minister of education and culture gave a new color to the world of education and issued new policies to improve the quality of education in Indonesia. The quality of education in Indonesia is considered to be very low compared to other countries that have developed rapidly. Nadiem's appreciation of the driving school is in the context of making changes in schools to create an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila students who are critical, creative, independent, faithful, fearful of God Almighty, and have noble character, work together and have global diversity. The driving school principal is able to drive school operations and become a facilitator for teachers at school. Student-centered learning is carried out using a microlearning approach and is adapted to the talents and interests of students. Learning is planned according to students' abilities and various activities are expected to make students comfortable and happy when studying at school. The principal as a leader in the school is able to become a locomotive for change in the school . (Dielfi Mariana, 2021).

Schools are expected to be able to make changes that are more responsive to the school environment which can win school competition in the future and it is hoped that

schools are expected to be able to respond to changes quickly. Wibowo (2012: 1) asserts that change is a change from the current state to the desired state in the future to achieve a better state than before. The principal is the driving force of a school and determines the direction of policy toward a wider school. The school principal is also the manager of the education unit institution, the school principal is expected to always improve the effectiveness of his performance. The principal can be said to be a teacher but gets additional assignments (Danim , 2002:145).

Implementation of education in schools is a social institution, consisting of components that influence each other. The main components of the school are teachers, students and other education personnel, curriculum and educational facilities. This is in accordance with the opinion of Usman (2009:17), namely one of the most important things that need to be considered in achieving organizational goals is the resources of a school, which include funds, information, infrastructure and human resources to support the achievement of a goal. One of the factors of the principal's strategy is that which can encourage schools to be able to realize the vision, mission, goals and objectives of the school, namely through programs that are implemented in a planned manner. According to Slamet Riyanto (2010: 131) explains that the utilization and potential use of existing facilities to increase the effectiveness and efficiency of a plan's strategy.

There is a need for adequate facilities and infrastructure and support in the innovation process to ensure the realization of teaching and learning activities in schools (Syafaruddin , et al , 2012). Creative innovation is needed in the management of planning, organizing, implementing and controlling by the school principal. Management components that must be managed are creative innovation, namely curriculum and teaching programs, educational staff, student affairs, finance and financing, educational facilities and infrastructure, school and community cooperation, as well as special services for educational institutions. The management components that must be managed are curriculum and teaching programs, educational staff (school personnel/employees), student affairs, finance and financing, educational facilities and infrastructure, school and community cooperation, as well as special services for educational institutions. Efforts to improve the quality of education can be carried out with creative innovation in the management of school principals.

The supporting factor is that almost all educators or teachers at the school have bachelor's (S1) educational qualifications, senior teachers and of course experience in teaching. Associated with the supporting factors for teaching staff in schools, the educational qualifications of an average bachelor's degree are demands of the times that require a teacher to be professional. Regulation of the Minister of National Education Number 28 of 2010 concerning Assignment of Teachers as School Principals states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education , and secondary education. Regulation of the Minister of National Education Number 28 of 2010 states that teachers are professional

educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The government as the organizer of this continuous professional development activity will motivate and provide adequate facilities so that this activity can be carried out properly. This activity is inseparable from the help, support, and cooperation of the various parties involved (Ardiansyah et al., 2022). Apart from that, the success of continuous professional development activities also requires support in the form of finance, policy, and infrastructure (Rahyasih et al., 2020). The main task will be if the teacher has certain professionals which are reflected in competencies, skills and skills that meet quality standards or norms. certain ethics (Danim , 2010).

The inhibiting factors for school principals as leaders of change in improving the quality of education in schools that comply with the requirements are not supported by the average age of teachers nearing retirement and the shortage of teachers is a condition that is in stark contrast to the expectations of becoming a school with high achievements. Good. Kaufman (1985) emphasized several failure factors that occur in a change organization , namely: (a) the first is the desire to maintain a balance of life together; (b) the second is consideration of opponents, appositional groups where changes will occur from within or from outside in an organization, both individually and as a group; and (c) and finally the inability to make changes.

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Based on the results of research and discussion of *Head Strategy School in Implementation Independent Curriculum*, it can be concluded that: (1) the role head school showed with exists implementation curriculum independent , drive the learning process which participant centered educate and deliver independence work on participants educate and power education; (2) head strategy that is with identification case, do interview, create connection well, and creates atmosphere to direction awareness student For implementation curriculum independent; (3) innovation head school implement P5, with the P5 project at SMPN 12 Solok Selatan is, entrepreneurship (food bazaar traditional), sound democracy (election student council president) and get up body and soul (activity religious like Islamic boarding school ramadan); (4) Factor supporters head school that is internal factors (means infrastructure as well as leadership head school) and factors externally is Already there is a drying teacher as many as 2 people results organized training government; (5) Inhibitors from internal parties, namely: lack teacher education, There are teachers who No consistent in implementation, there are teachers who gabtek.

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