

Leadership Principal Instruction in Implementation Independent Curriculum in Schools Upper Intermediate

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Article Info

Article history:

Received : 14 Agustus 2024

Publish : 21 Agustus 2024

Keywords:

Leadership Instructional ,
curriculum independent

Abstract

This research aims to analyze and find out the principal's instructional leadership in implementing the independent curriculum, especially at Santo Fransiskus Assisi Pontianak High School, North Pontianak District, West Kalimantan Province. This form of research uses a qualitative approach with a case study type of research. There were four research subjects, namely, the principal, deputy principal for curriculum, deputy principal for student affairs, and teachers. The data collection method is carried out using techniques interviews , observations , and documentation . Data analysis uses data reduction , data presentation and withdrawal conclusion / verification . The results of this research show that the principal has carry out leadership teaching well and effectively so that in communicating vision and mission school as well as apply ikm carried out according to objectives . As for leadership strategies instruction carried out by the school principal namely , (1) give exemplary , (2) dialogue with teachers, (3) effective communication , (4) facilitating teachers, (5) supervising effective . Important steps have been taken taken show that the principal own commitment and focus on achievement implementation of SMEs. By applying leadership instructional show work climate created at St Francis High School Assisi Pontianak is running effective , conducive , and running optimally.

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1. INTRODUCTION

education vision in 2035 is build the Indonesian people to become learner lifetime live a superior life , keep going growing , prosperous and moral noble by growing values Indonesian culture and Pancasila. In this case , HR is superior is student throughout life that has global competence and behaving in accordance with Pancasila values . Draft The Independent Learning policy is an educational platform quality to build an education system national for all Indonesian people.

The concept of Merdeka is learning to apply the main strategy that is , apply collaboration and coaching between schools (TK-SD-SMP-SMA, Informal), building an educational platform based on technology (student - centered , interdisciplinary , relevant , based project , collaborative) , building future school / learning environment (safe , inclusive , utilizing technology , collaborative , creative , and learning systems based experience , and simplify accreditation and delivery mechanisms more autonomy (in nature voluntary , data -driven , refers to practice best global level , as well involvement industry or community).

The essence of independent learning is to give teachers the freedom to develop the learning process according to needs. The essence of Independent Learning should start from increasing the competence of school principals who can understand the characteristics and abilities of their

teachers (Mustaghfiroh, 2020). Therefore, school principals have an important role in realizing Freedom of Learning in schools.

As a way to transform education in Indonesia, the Minister of Education and Culture, Research and Technology has launched the Merdeka Belajar policy as an effort to reform the education system in Indonesia to improve the quality of human resources, in accordance with the direction of the President of the Republic of Indonesia. The Independent Learning Policy is essentially to give every educational unit the freedom to innovate. This concept must adapt to the conditions in which the teaching and learning process takes place, both in terms of culture, local wisdom, socio-economics and infrastructure. The essence of independent learning is exploring students' greatest potential to innovate and improve the quality of learning independently. Mandiri is not only following the educational bureaucratic process, but is truly educational innovation.

The principal is a manager type human resource (SDM-M) who has the task and function of coordinating and harmonizing implementing type human resources (SDM-P) through a number of management inputs so that HR-P uses his services to intervene with other resources, so that The teaching and learning process can take place well to produce the expected output. The principal as the manager of the educational unit (school) is responsible for the effectiveness and efficiency of providing education in his school, through the roles he plays. School principals have a role in the progress of the educational institutions they lead through their roles as *educators*, managers, administrators, innovators, motivators, *leaders* and *supervisors* (Botutihe et al, 2020)

In line with the independent learning policy, the essence of which is to explore students' greatest potential to innovate in learning, instructional leadership is needed with the same direction, namely leadership that focuses on the quality of the student learning process and outcomes through teacher empowerment. Instructional leadership is a school leadership model with a primary focus on curriculum and learning and oriented towards increasing student achievement.

In the Principal's Instructional Leadership, Teacher Commitment, and Performance Quality in the proceeding article of Cucu Sukmawati and Endang Herawan (2016), the teacher explains that instructional leadership is very suitable for school principals who have high attention to the academic quality of learning or learning outcomes. Instructional school principals allocate more time to improve the quality of learning through activities related to improving teacher performance. By limiting ceremonial activities and other non-academic activities.

The results of research conducted by Kholifatul Husna Asri et al (2023) show that the leadership role of school principals is important in making teachers act as drivers of the learning process in an effort to realize freedom of learning in schools. The school principal is an important element who plays a role in realizing the policy of independent learning in schools. This is to support the learning process which can produce graduates who are competent and have character in accordance with the demands and needs of industry and the world of work (IDUKA).

Santo Fransiskus Assisi High School, Pontianak, is a private Catholic school with A accreditation in Pontianak City, West Kalimantan, which has a liberating educational concept imbued with the spiritual values of Saint Francis of Assisi. With a mission to develop students' interests and talents through interactive, inspiring, fun, challenging learning activities, motivating students to participate actively, as well as providing space for creativity and independence according to students' physical and psychological development.

With the motto Asisi, Creation and Solution Event and the aim of giving birth to a generation that is independent, reasons critically, creatively, and is able to think alternatively, this school also always adapts to changing times and contributes to the success of national education goals by optimizing the implementation of the Independent Learning Curriculum, especially in West Kalimantan. The principal in his instructions said that the advantages of the independent curriculum are that it is simpler and deeper, more independent, more relevant and interactive with students. The principal directs all the school community, from educators and education staff to

students, to be enthusiastic about the success of the Independent Learning Curriculum, even though technically its implementation is carried out in stages.

This is important to convey because changes to the curriculum will definitely have an unpleasant impact on schools and also parents of students, so strengthening understanding of the importance of implementing the independent learning curriculum is very important so that its implementation gets support from all parties. In his explanation, the school principal said that there were two main objectives for the importance of implementing this independent curriculum in educational units. First, schools have the authority and responsibility to develop a curriculum that suits the needs and context of each school. Second, schools are given the opportunity to choose curriculum options, so that the curriculum change process is expected to occur smoothly and gradually. (Goretti Marsiani, Principal, 2024)

In the results of an interview with the school principal, Mrs. Goretti Marsiani, St. Fransiskus Assisi High School is in its second year of implementing the independent curriculum by choosing the second option, namely independent change. Independent change means giving freedom to educational units when implementing the Independent Curriculum by using teaching tools that have been provided to educational units. In the first year of implementing IKM, educational units still faced many obstacles in implementing it, especially in implementing the Project for Strengthening the Pancasila Student Profile (P5). Especially the understanding of educational staff in high schools who have not been able to properly implement the Merdeka Teaching Platform (PMM) by getting references, inspiration and understanding of the Merdeka Curriculum.

The conditions above show that the leadership of the school principal has an important role in the smoothness and success of all matters regarding the regulation and management of educational institutions, specifically in the implementation of the Independent Learning Curriculum. Provision and training for education staff is carried out on a scheduled basis by the Principal with the aim of increasing competence and understanding of the independent curriculum.

As research conducted by Suhandi and Robi'ah shows that changing the new curriculum is a challenge in itself for education staff to develop personal competence and develop effective learning, so it requires cooperation from all parties so that this challenge can be resolved (Suhandi & Robi'ah, 2022) . In other research, it was stated that regarding the implementation of the curriculum, the leadership role of the school principal is important in driving the learning process in order to provide freedom of work for educators and education staff and creative opportunities for students (Ramadina, 2021). Therefore, researchers feel it is important to examine further the instructional leadership of school principals in implementing the independent curriculum, especially at Santo Fransiskus Asisi Pontianak High School, North Pontianak District, West Kalimantan Province.

2. METHOD

2.1. Research Methods and Research Design

The method used in this research is a qualitative approach to examine the principal's instructional leadership in implementing the independent learning curriculum at Santo Fransiskus Assisi High School, Pontianak. The type of qualitative research that will be used is a case study.

In this research design with a qualitative approach, the aim is to investigate the principal's instructional leadership in implementing the independent learning curriculum at Santo Fransiskus Assisi High School, Pontianak with the following problem formulation: (1) What is the principal's strategy in communicating the school's vision and mission in implementing the independent curriculum? (2) What are the school principal's strategies/steps in implementing the independent curriculum? This research activity was carried out in July-August 2024 at Santo Fransiskus Assisi High School, Pontianak.

2.2. Participant

In this research involving 4 participants shown in Table 1 below.

Table 1. Research participants

| No. | Participant |
|-----|---|
| 1. | Principal of Santo Fransiskus Asisi Pontianak High School |
| 2. | Principal Representative for Curriculum |
| 3. | Principal's Representative for Student Affairs |
| 4. | Teacher |

Table 1 above is data where the researcher determines the research participants who will be the main informants (*key informants*) in the research, then from these *key informants* the determination of the next participants will be carried out. The main instrument in this research is the researcher himself who is supported by other instruments, including (1) interviews, (2) observation, and (3) documentation.

Each participant was asked to fill out a consent form and was briefed about the research process and its benefits. Likewise, if participants are unwilling they can withdraw (Matobobo & Bankole, 2020).

2.3. Data analysis

The data analysis stages in this research were collected using a qualitative approach used when researching the instructional leadership of school principals in implementing the independent curriculum in schools. First, data reduction to describe clear data obtained through observation and interviews with research participants.

The results of the group interviews were analyzed, then continued with open interviews individually, repeatedly, to explore in detail (Evans & Jones, 2011) about how the school principal communicates the vision, mission and goals of the school in implementing the independent curriculum, as well as the principal's strategy in implementing it. The independent curriculum at Santo Fransiskus Assisi High School, Pontianak, is based on conditions in the field

Interviews were conducted directly (Zhang et al., 2018), individually and in an unstructured manner, with tools and notes in the field as well as transcripts of voice recordings and it was possible for the interviews to be conducted using WhatsApp media. The collected data was analyzed using an interactive thematic model (Miles&Huberman, 2014b)

3. RESULTS AND DISCUSSION

Based on the results of interviews , observations and documentation studies conducted at Santo Fransiskus High School Asisi Pontianak, researcher find that The principal's instructional leadership in implementing the independent curriculum, especially at Santo Fransiskus Assisi High School, Pontianak, has been implemented well and is running effectively, this can be seen from the principal's leadership style in communicating the advantages of this independent curriculum.

The Principal's Strategy in Communicating the School's Vision and Mission in IKM

Vision can be said to be ideals together inhabitant schools and all interested parties in the future come . Based on documentation studies towards the St. Francis High School Principal's Work Plan Pontianak Asisi is known that vision school is “ St. Francis School Liberating Assisi Man from Oppression , Impoverishment and Stupidation Going to Independent and Responsible Human .” That vision outlined in the mission school , namely (1) Organizing education Liberating and empowering Catholicism as well as imbued values The Fountain of Love in the spirituality of Saint Francis Assisi based on Pancasila and the 1945 Constitution, (2) Improving quality service education through learning based creative and innovative technology information communication , (3) Increase capacity managerial leader unit education related eight standard national education , (4) Develop talents and interests participant educate through extracurricular activities , content

local , as well spiritual mental development so that they are able produce graduates who are superior , have character , skills , care and serve , (5) Improve harmonious cooperation between citizens schools , communities , alumni associations and institutions partner .

From the results of the documentation above, formulate vision school with emphasis that give freedom for students going to an independent and responsible human is very much in line with the foundation Independent curriculum . The principal said that in the curriculum independent educator give an interactive , inspiring , fun , challenging , atmosphere motivating participant students to participate actively. Motivating participant educate namely first, building learning atmosphere that provides chance to participant educate to dare to speak up opinion and experiment . Second , facilitate participant educate in a variety of ways learning resources to enrich insight and learning experience .

There are five strategies used by school principals in communicating vision and mission so that it is realized in principles planning curriculum independence at St. Francis High School Pontianak Assisi which is described below This :

1. Exemplary

Principal of Saint Francis High School Assistance in making it happen Merdeka curriculum provides enthusiasm and encouragement to educators to follow training and giving independence to educators in teaching and composing administration effective and innovative learning . The school principal's example in implementation curriculum Independence is also demonstrated by helping educators and staff educator get diverse references , inspiration , and understanding to apply curriculum independence in classroom learning .

In the 2nd year of implementation curriculum independence at St. Francis High School Assisi Pontianak, the school principal also carries out joint supervision and monitoring educators by providing direction and assessment to its implementation . In terms of learning , through project activities give chance wide to participant Educate to actively explore issues actual , for example issue environment , health , and so on to support development character and competence Profile Pancasila students .

2. Dialogue with the teacher

Humanistic and effective dialogue always carried out by the school principal in conveying the importance realize curriculum independence at St. Francis High School Assisi . One of the important dialogues carried out by the school principal is direct educators to improve quality service education through learning based creative and innovative technology information communication . In the curriculum independence , one of the necessary strategies done is build an educational platform in schools based technology : participant - centered educational , interdisciplinary , relevant , based project , and collaborative .

The strategy is carried out by the school principal with workshops at school about digital literacy and utilization technology in learning . Every Monday , principal always give motivation and direction to all educators and education staff by delivering curriculum programs independence will be implemented . One of them is a daily coaching program Monday by the homeroom teacher. Headmaster always dialogue with the homeroom teacher and listen report participant learning progress taught by the homeroom teachers.

3. Communication effective

One of key success of the principal of St. Francis High School Assistance in making it happen curriculum freedom at school is by carrying out effective communication , both with educators and staff educators and participants learn at school . Communication effective always carried out by the school principal when provide direction and motivation to educator . Fifteen minute before entering the classroom, the principal always invite power educators to discuss and listen to suggestions or input from teachers, after that provide suggestions and confirmation . One of new paradigm in learning in the curriculum independent is P5. At Saint Francis High School Assisi , P5 schedule is implemented every day Saturday for classes X and XI.

One of things communicated by the principal that the P5 has holistic , contextual , participant - centered principles educational , and exploratory . In this case culture implementation of P5 at St. Francis High School Assisi done well because supported by values school and culture positive school .

4. Facilitating teachers

Facilitating teachers is role leadership instructional principal to achieve school program objectives . In making it happen implementation curriculum independence at St. Francis High School Assisi , principal holding workshops and in-house training on the curriculum freedom to understand educators and educational staff are expected the more increase . By inviting facilitator of state school principals (motivating teachers), principals give chance to educators to explore and study PMM applications.

By learning through the PMM application, educators at Santo Fransiskus High School Assisi given ease of access and search interesting teaching tools to be applied in the classroom as needed participant educate . One of efforts made by the principal to facilitate teachers in understanding curriculum independent is by sending educators to follow training from service education city , MGMP eye teacher lessons , as well online training .

5. Supervision effective

Supervision learning carried out periodically by the school principal , especially in implementing curriculum independent . Several steps were taken by the principal at Santo Francis High School Assisi , as follows (1) make a supervision schedule , (2) hold classroom observations for improvement effectiveness of the teaching and learning process according to curriculum directions Merdeka , (3) holding professional individual meetings with teachers to improve the teaching profession (4) provides time and services for teachers professionally in solving problems in the teaching and learning process, (5) provides support and atmosphere conducive for teachers to improve and improve quality of teaching and learning, (6) implementing collaboration with teachers to comprehensively evaluate learning outcomes , (7) assess participant learning outcomes educate comprehensively .

In this case , supervision is carried out by the principal of Santo Francis High School Assisi notice the following principles , namely supervision is non- existent look for errors and shortcomings educators , supervision carried out nature constructive , that is being guided and supervised should give rise to encouragement to work , as well supervision that provides feeling safe for teachers / employees supervised school .

The Principal's Strategy/Steps in Implementing the Independent Curriculum at Santo Fransiskus Assisi High School, Pontianak

In determining the strategy and steps for implementing the independent curriculum at Santo Francis High School Assisi , principal based on two things namely , first schools are given the authority and responsibility to develop a curriculum that suits the needs and context of each school. Second, schools are given the opportunity to choose curriculum options, so that the curriculum change process is expected to occur smoothly and gradually. There are two main areas of focus for the principal of Santo Francis High School Assistance in determining structure curriculum , namely learning activities intracurricular and projects strengthening profile Pancasila students (P5).

Application of learning activities extracurricular activities , the principal pays great attention values school that is spirituality of saint francis asisi which has 7 dimensions meaning , that is humanity , togetherness , loyalty , wisdom , sovereignty , sustainability and wisdom local . Essence from learning activities extracurricular at St. Francis High School Selected assistant give a fun , liberating , and meaningful experience for children .

Meanwhile, the strategy for managing P5 is to ensure that it runs smoothly and conducively namely the principal together with representatives and coordinators carry out several steps that is , designing time allocation and its dimensions , forming team facilitator project , identification level readiness , selection theme general , determination topic specific , and designing module project .

Based on the results of an interview with the principal of Santo Francis High School Assisi, there are several important stages in implementing curriculum independence so that it can be implemented according to expectations, namely:

1. Teachers and principals learn independently through an independent platform teach
Independent platform teach developed to support SMEs so that educators can get references, inspiration and deep understanding of the curriculum independent. As explained by the principal, that Before it is actually implemented in schools, teachers are asked to download the Platform Merdeka Mengajar (PMM) application. To support this activity, the principal carries out joint learning activities in the teacher's room facilitated by resource persons to access and learn benefit from PMM.
Currently, all class educators, especially in classes X and XI, have all downloaded the PMM application and use the PMM platform as a reference for teaching.
2. Teachers and principals study the curriculum independent follow webinar series created by the Ministry of Education
In order to support, unit education in IKM, kemendikbudristek make webinar series discussing various topics and practices from SMEs. Headmaster explain that all educators and education staff take part in online seminars with seven webinar series covering, philosophy curriculum independence, structure curriculum independence, KOSP curriculum, achievements learning, assessment learning, profile student Pancasila, and learning communities.
This is done by the school principal so that more strengthen understanding educators about methods and methods implementation curriculum independent
3. Headmaster invite source person competent from service education or school principal driving force for FGD and sharing of IKM implementation
Before implementing IKM in schools, school principals designing A planning by inviting source person competent from from service education or school principal driving force for FGD and sharing of IKM implementation. The purpose of the invitation resource persons so that there can be sharing of experiences and strategies for preparing curriculum learning at school. Of course, this is what the principal wants to achieve is, first insight into how freedom and convenience school in development learning based wisdom local as needed participant educate. Second, push flexibility for educators to teach according to competency levels participant educate. Third, encourage educators to use more varied teaching tools.
4. Teachers and principals study the curriculum independence in the learning community
Learning communities are a group of teachers, educational staff and educators others who have the same enthusiasm and concern for transformation learning through regular interaction in a forum where they actively participate. On implementation Independent Curriculum, a learning community supporting teachers, education staff and educators others to be able to discuss and resolve various learning problems faced during implementation Independent Curriculum.
This was done by the principal so that the teachers at Santo Francis High School Assistance can learn from each other, share experiences, and develop competence
5. Teachers and principals learn to work together with partners development for SMEs.
Development partners in this case are organizations or institutions or the Business World or Industrial World which independently and voluntarily support the community learning process at the regional level and/or educational unit level. The scope of cooperation with development partners could be projects strengthening the profile of Pancasila students (P5), strengthening literacy and/numeracy, providing resource persons. In implementing P5, with the theme Local Wisdom, Santo Fransiskus Assisi High School invited the West Kalimantan Museum UPT to provide material related to the importance of maintaining local wisdom in West Kalimantan so that students can maintain and preserve the traditional and noble values they have learned. Of course, collaborating with

development partners, especially in providing P5 resource persons, will provide real understanding and reality conditions for students in IKM.

4. CONCLUSION

Headmaster has carry out leadership teaching well and effectively so that in communicating vision and mission school as well as apply ikm carried out according to objectives . As for leadership strategies instruction carried out by the school principal namely , (1) give exemplary , (2) dialogue with teachers, (3) effective communication , (4) facilitating teachers, (5) supervising effective .

There are important steps that have been taken taken show that the principal own commitment and focus on achievement implementation of SMEs. By applying leadership instructional show work climate created at St Francis High School Assisi Pontianak is running effective , conducive , and running optimally.

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