



The Role of the Principal in the Implementation of the Independent Curriculum

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Abstract. This study aims to obtain an overview of the role of the principal in implementing the independent learning curriculum. This research is qualitative research using library research method. Data analysis using the Sugiyono model. Research data were obtained from documentation. The findings of the study show that: (1) The school principal plays the role of supervisor as well as a change leader in his educational institution, (2) The independent learning curriculum is student-centred educational program planning, where educational units have autonomy in implementing the curriculum, (3) The head Schools have a strategic role in the curriculum implementation process.

Keywords: Curriculum · Independent Learning · Principal

1 Introduction

During the pandemic, the education unit used Curriculum 13 and then modified it to become an emergency curriculum. It aims to optimize learning outcomes. Decree of the Minister of Education, Culture, Research and Technology Number 56/m/2022 concerning Guidelines for Implementing Curriculum in the framework of Learning Recovery, it is necessary to determine the educational unit implementing the Implementation of the Independent Curriculum through an independent pathway consisting of 3 (three) categories of implementation, namely independent learning, independent change, and independent sharing (Pezeki, 2019) However, the Independent Curriculum can only be implemented for educators who are ready.

If the education unit is not ready, then curriculum 13 or emergency curriculum can be used. The Independent Curriculum is a reference for schools to determine the direction of the goals of the education unit according to the vision and mission of each school [2] The Merdeka curriculum was chosen according to the realities on the ground. Restoration of the learning quality of the Independent Curriculum Implementation will be carried out from 2022 to 2024.

The role of the principal in determining the Independent Curriculum is very important. This is because the principles of the Independent Curriculum come from the elements that exist in the educational unit. [3] Both seen in school infrastructure, as well as Human Resources (HR) in and around the school. These principles are contained in

the independent curriculum, which does not force schools to implement the Independent Curriculum [4].

Schools are free to choose the Independent Curriculum Implementation category according to the infrastructure, human resources, and the environment itself [5].

The independent curriculum is a curriculum that implements whatever is in the education unit into learning. Infrastructure, human resources, and the environment can be used as guidelines for determining the Independent Curriculum. Starting with independent education and training for school principals and teachers, as well as empowering learning tools in education units [6].

The selection of an independent learning curriculum is very helpful for educational units where there are several factors that benefit. We can take advantage of existing facilities and infrastructure. The independent curriculum with independent categories has changed to make teachers more creative in utilizing the educational unit environment. Education units also benefit, because independent change can create superior educational units through the use of the environment around them.

Based on the Teacher Competency Model in the development of the teaching profession Number 6565 of 2020 what is meant by the development of a competency model is a representation of teacher competence and educational leadership competencies to become integrated competencies. In this case the teacher must carry out his professional development. The competency model can be used for: 1. Professional knowledge with competence, 2. Professional learning practice with competence, 3. Professional development with competence [7].

The independent learning policy is the basis for educational institutions to initiate educational changes that are oriented towards the needs of students. The world is changing all the time, and students will be faced with that change every day. Therefore, the role of the school principal is to drive the implementation of an adaptive curriculum in his education unit by optimizing the independent learning curriculum policy.

2 Methods

The method used is literature. This research is a type of research that collects data from the literature. The data collection technique in this study is documentation, namely finding written sources that contain information on the topics discussed. Primary data obtained from reading reference books, journals, and websites. The study was conducted in September 2021.

Likewise the descriptive method according to (Supandi & Seam, 2019) “a method used to analyse or explain findings, but not used to draw broad conclusions”. This qualitative description method is a research method that describes, describes, and analyses objects from a particular situation from all the data obtained during field activities.

3 Results and Discussion

In the introduction to the book on the study of the independent curriculum it is explained that the implementation of the Independent Curriculum was designed as part of the Ministry of Education and Culture’s efforts to overcome the learning crisis that we have been facing for a long time, and which has become even worse due to the pandemic [9].

This crisis is marked by the low learning outcomes of students, even in basic things such as reading literacy. The learning crisis is also characterized by wide disparities in the quality of learning between regions and between socio-economic groups (Erik Ek, 2020).

In Permendikbud Number 22 of 2020 it is explained that the curriculum changes formed by the Freedom of Learning Policy will be flexible, competency-based, focus on character development and soft skills, and accommodative to the needs of DU/DI. The assessment system will be formative/support the improvement and progress of learning outcomes and use portfolios.

In this article, we will discuss the position of the principal as a leader who carries out tasks in implementing the curriculum. Principals have a great responsibility in managing their educational institutions to design curricula that are in line with national education goals.

According to George A Beauchamp stated that A curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrolment in a given school [11].

The Minister of Education and Culture (Nadiem Makarim) pushed for curriculum changes in Indonesia with the independent learning curriculum. Student-oriented education. In general, the independent curriculum is a diverse intra curricular learning curriculum. Where the content will be more optimal so that students have enough time to explore concepts and strengthen competence. Later, the teacher has the power to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

This curriculum is to strengthen the achievement of Pancasila student profiles developed based on certain themes set by the government. In which the project is not directed to achieve certain learning achievement targets, so it is not tied to subject content [12].

The school principal carries out the role of supervisor as well as a change leader in his educational institution. The principal as a supervisor must be manifested by the ability to develop educational supervision programs and utilize the results. Educational supervision is assistance that is deliberately given to supervisors (principals) to teachers and staff to improve and develop teaching and learning situations including stimulating, coordinating and guiding so that educational goals are achieved effectively and efficiently.

Basically, education is the activity of forming, guiding, guiding and directing human children to a good life and achieving certain educational goals that are aligned with the goals of human life.

Leadership. In many ways, the role of the contemporary teacher is similar to that of leaders working in other types of organizations. Leaders are expected to plan, to motivate others, to coordinate work so that individuals can work interdependently, and to help formulate and assess important goals.

The Merdeka Curriculum changes the paradigm of thinking of teachers and school leaders to want to work and learn throughout life. In the independent curriculum there are learning outcomes that are developed by the teacher by means of methods and strategies in synergizing learning activities [13].

The transformation of education in Indonesia starts from learning independence. The Ministry of Education and Culture has issued a Letter Circular (SE) Number 1 of 2020 concerning Freedom of Learning Policy in Determining Student Graduation and Admission of New Students for the 2020/2021 Academic Year. The policy for determining student graduation is episode 1 which marks the beginning of the implementation of the independent learning policy [14].

Independent Curriculum Goals Creating Fun Education The first goal of the independent curriculum is to create fun education for students and teachers. This curriculum emphasizes Indonesian education on developing aspects of skills and character in accordance with the values of the Indonesian nation.

Catching up on Learning, one of the objectives of the independent curriculum is to catch up on learning caused by the co-19 pandemic. This curriculum was created with the aim that education in Indonesia can be like in developed countries, where students are given the freedom to choose what they are interested in learning.

Developing the Potential of Learners, the aim of the next independent curriculum is to develop the potential of students. This curriculum is made simple and flexible so that learning will be more in-depth. In addition, the independent curriculum also focuses on essential material and the development of student competencies in its phases. With the existence of an independent curriculum, it is expected to be able to develop the competence of students. This is a distinct advantage, where this curriculum places more emphasis on the freedom of students. This curriculum also makes it easier for teachers to provide learning to students.

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.

An educational leader (School Principal) who acts as a supervisor can clearly see his role. In accordance with the essential understanding of supervision itself, the supervisor's role is to provide support, helping, and sharing. The role of a supervisor is to create an atmosphere in such a way that teachers feel safe and free to develop their potential and creativity with full responsibility. Such an atmosphere can only occur if the leadership of the supervisor is democratic, not autocratic or laissez faire. Most teachers seem to be paralyzed without initiative and creative power because supervisors put interaction and interrelation in place, which is deadly to the possibilities for this development.

Principals or other educational units have a very important role in implementing Pancasila student projects in the Independent Curriculum. According to the Guidelines for the Development of the Pancasila Elementary/ Junior High School/Senior High School Student Profile Strengthening Project, there are 6 roles for school principals, namely:

Form a team, the first role of the school or madrasah principal in preparing projects in the independent curriculum is to form a project team and participate in project planning.

Oversee project implementation, the role of the principal in the second Pancasila student profile strengthening project is to oversee the project and carry out management education unit resources in a transparent and accountable manner.

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.

Develop 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.

Doing Coaching, the role of the five heads of education units in preparing projects to strengthen Pancasila students in the independent curriculum is to conduct regular coaching for educators.

Managing student-centered projects, as the leader of the education unit has managerial duties, the fifth role is to plan, implement, reflect, and evaluate student-centered project development and assessment.

From this description, it can be concluded that the role of the principal in developing the independent learning curriculum is: 1. Directing schools to have the same perception of the essence of the independent learning curriculum. 2. Building collaboration among school members and collaboration between schools and external parties. 3. Encouraging educators to increase their creativity in designing student-centered learning strategies. 4. Support education staff and teaching staff in making changes for the better. 5. Provide opportunities for educational staff and teaching staff to develop their careers. 6. Get used to reflection in implementing educational programs. 7. Involve parents of students in the education unit. 8. Carry out academic supervision that is oriented towards the needs of educators in managing the learning process.

4 Conclusion

The school principal carries out the role of supervisor as well as a change leader in his educational institution. The school principal has the responsibility to assist educators and their education staff in improving the quality of education in schools. In the implementation of the independent learning curriculum, the principal has a role to drive the student-centered learning process and provide independence to work for educators and their educational staff.

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