



## THE ROLE OF INSTRUCTIONAL LEADERSHIP IN THE IMPLEMENTATION OF INDEPENDENT CURRICULUM AT SMAN GERUNG

Mohamad Mustari<sup>1</sup>, Ahmad Fauzan<sup>2</sup>, Edy Kurniawansyah<sup>3</sup>

<sup>1,2,3</sup>Universitas Mataram

Email: mustari@unram.ac.id<sup>1</sup>, ahmadfauzan18@unram.ac.id<sup>2</sup>,  
edykurniawansyah@unram.ac.id<sup>3</sup>

### Abstract:

Education is a deliberate and planned effort to create a teaching and learning environment where students can actively develop their potential to have personality, character, a sense of self-control, religious spiritual soul, and knowledge to live a life in society. Education is changing in the home, community, and educational institutions. The instructional leadership role of school principals as educators, managers, administrators, leaders, innovators and motivators cannot be separated from educational change in schools. One of the three implementers of the Driving School Program (PSP) is SMA Negeri 1 Gerung. Where PSP is a government program that collaborates with regional governments (PEMDA) in various interventions to improve the level of education. PSP concentrates on the process of developing holistic student learning outcomes which include basic literacy and numeracy competencies as well as character. The research approach used is empirical research, namely research with data in the field as the main data source, such as the results of interviews and observations. In this research, the researcher focuses on SMAN 1 Gerung which is the implementer of the Driving School Program (PSP) in Lombok Regency West.

**Keywords:** *Role of Instructional Leadership, Implementation of the Independent Curriculum*

### INTRODUCTION

The Minister of Education, Culture, Research and Technology (Mendikbudristek), Nadiem Anwar Makarim, explained the role of gotong royong as the basis for the transformation of Indonesian education through the breakthrough of Merdeka Belajar as well as the basis for the priority agenda in the field of G20 education (Lahagu & Hidayat, 2023). In everyday life, gotong royong is closely related, especially in agrarian societies, not only community life but gotong royong is the key to transformation in order to create quality education for all and to lead to a better, more sustainable future (Nadim Makarim, May 19, 2022). The education ecosystem in Indonesia, conveyed by the Minister of Education and Research, has worked together to accelerate the transformation in overcoming the learning crisis a few years ago, namely the covid-19 pandemic which resulted in lost learning for students. Through various government policies with Merdeka Belajar, the recovery of the learning process includes presenting several episodes including the Curriculum, National Assessment, and the Driver Teacher and Driver School Program (PSP) where the Driver School Program is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent, and has a personality through the creation of a Pancasila student profile.

Quality education according to (Safitri et al., 2022) the implementation of education is a challenge for several countries in the world, including Indonesia, to build

a quality education system, humanize people, be easily accessible, and equitable considering that the education system in Indonesia to date is still less widespread and there are still many people who cannot fulfill their rights in obtaining education and a decent life in improving the quality of schools is something that needs to be planned and implemented, in accordance with the work targets and targets to be achieved based on the vision, mission and goals set within a specified period of time. There are eight national education standards (SNP) including: content, process, curriculum, financing, facilities and infrastructure, educators and education personnel, and graduation standards. In these eight standards, the most important in facing the era of globalization is human resources (HR) in this case the standard of educators and education personnel, whose active role is the principal as an instructional leader, (Unyit & Mohd Hamzah, 2023) The administrative style that administrators or principals use to guide the organization is referred to as leadership. Aidawati (2021) defines instructional leadership as the idea that a leader's activities have a direct impact on the academic success of his followers. There is a relationship between instructional leadership style and curriculum creation in the current specialized field of curriculum development in addition, (Mustari, 2022) The principal as a supervisor and knows the types and techniques of supervision and supervisory techniques from the managerial aspect, but must also be responsible for the improvement and improvement of the academic quality of the school. (Heriyanto, 2023) Based on Kepmendikbud ristek number 371 /M/2021 and number 162/M/2021 on the driving school program, it is considered that it does not meet the needs of the policy. In general, the Driving School program aims to encourage the transformation of education units in order to improve the achievement of student learning outcomes holistically, both from cognitive and non-cognitive (character) aspects in order to realize the profile of Pancasila Students. The driving school was issued with the consideration, among others, firstly that in order to improve the quality of education, it is necessary to organize a driving school program. Second that the implementation of the driving school program as referred to in the first in the Education unit is carried out through new paradigm learning. Third that the decision of the minister of education, culture, research and technology, the driving school is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and has a personality through the creation of a Pancasila student profile, to realize this vision the role of the principal is needed. (Andriani, 2011) Principal leadership is the principal's effort to influence or move staff, teachers, students, parents, community and school stakeholders towards achieving school goals or vision.

The first priority policy, namely quality education for all, the transformation of education financing into an example that is now more socially equitable such as the School Operational Assistance (BOS) fund, Sugiyono, (2019: 4) is a distributive policy and expands the coverage of various types of scholarships, also explains the breakthrough of Merdeka Belajar which is the topic of discussion of the priority agenda of Digital Technology in Education. (Mendidkbudristek, 2022). Other breakthroughs that have never been done before such as the Merdeka Mengajar (PMM) Platform, as well as the online learning application, the platform designed by Kemendikbudristek focuses on empowering and supporting school Human Resources (HR). The aforementioned policy needs special attention by strengthening school human resources where the government has provided consultative and asymmetrical assistance and strengthening school human resources. The role of the principal as an instructional leader in implementing the Merdeka Curriculum. In this implementation, researchers need to get an in-depth picture of how the principal's role is, what are the challenges and obstacles.

## **RESEARCH METHODS**

This study took place at SMA Negeri 1 Gerung West Lombok because the school is an implementer of the phase 2 of the driving school program (PSP), which has received interventions from the Ministry of Education and Research in the form of: 1. Consultative and asymmetrical assistance, 2. Strengthening school human resources, 3. Learning with

a new paradigm, 4. Data-based planning, 5. School digitalization, while the local government has made policies that support the implementation of PSP, one of the policies is that the local government will not move or transfer the school principal for three years or during PSP intervention. The method used in using descriptive qualitative, and using a phenomenological approach, namely an approach that seeks to understand every event that occurs in the field in real terms without being made up by researchers (Lexy J. Moleong, 2002: 14). Hopefully, with this approach, it is known how the implementation of the independent curriculum at SMAN 1 Gerung can be observed and evaluated in depth. Mustari, (2012:18) In qualitative research the number of subjects used is usually less and qualitative data collected through study procedures such as interviews and observations must have all of the above types of validity. Whether the school has implemented the independent curriculum and received interventions and shown an increase in the level or quality of education. The object of this research is the principal as an instructional leader who provides tasks and functions to teachers and other education personnel how to manage educational institutions at SMAN 1 Gerung.

## RESULTS AND DISCUSSION

SMA Negeri 1 Gerung is an educational unit implementing the phase 2 mobilizer program where the institution has received intervention from the government both central and regional, in line with the Ministry's policy, Eryda Sochifu, et al (2023). The school carries out the task of serving the community, ensuring the smooth running of the policy, organizing training and socialization, and ensuring the fulfillment of the expectations of the Ministry of State, the expectation is the achievement of educational institutions to become institutions that produce students with character, namely the profile of Pancasila students Where SMAN 1 Gerung is an institution that organizes PSP with the teaching and learning process whose policies are subject to its superiors, namely the principal. The role of the principal as instructional leadership Hendarman, and Rohonim (2020: 67), the principal in the context of leadership inspires teachers to leverage and improve the achievement of students optimally, it is said to be successful if the programs and activities of the education unit are implemented properly with indicators that the PSP program has been implemented with the achievement of the Pancasila learner profile.

With the above interventions, it is necessary to monitor and evaluate PSP activities. The results of this evaluation will illustrate the success of SMAN 1 Gerung in implementing the Merdeka Curriculum. The evaluation indicators carried out by researchers are the achievement of the PSP program, which can be seen as follows: Based on the results of the research and the results of observations, several findings were obtained regarding the role of the principal as an instructional leader Afrina, D. (2019) The principal's leadership factor is related to efforts to improve teacher performance in the success of the school's vision and mission goals (Yuliandri transformation of education at SMAN 1 Gerung as follows:

Table 1: Central and Local Government Interventions

NO	INTERVENSI	PELAKSANAAN		
		Sudah	Sedang	Belum
	Kegiatan			
1	Pendampingan Konsultatif dan asimetris	v		
2	Penguatan SDM Sekolah	v		
3	Pembelajaran dengan Paradigma Baru	v		
4	Perencanaan Berbasis Data	v		
5	Digitalisasi Sekolah		v	

Source: SMAN 1 Gerung 2023

The table above shows that SMAN 1 Gerung has carried out PSP program activities in

implementing the operational curriculum of the Education unit (KOSP) in accordance with the specified time. During the government intervention from 2022 to 2023 the priority programs in improving the quality of education and learning environment can be seen in the following table below:

Table 2: Comparison of 4 achievement indicators at SMAN 1 Gerung

No.	Indikator	Tahun		Capaian
		2023	2022	
1.	Literasi	77,78%	66,67	Naik
2.	Numerasi	44,44%	46,67%	Turun
3.	Porsi Guru	79,1%	20%	Naik
4.	Kepemimpinan	51,47%	42,8%	Naik

**Source:** Rapor Pendidikan 2023 yang sudah dimodifikasi

Based on the 2023 Education report card for literacy indicators, the portion of teachers and instructional leadership shows an increase from the previous year, the more significant increase is the portion of teachers from 20% to 79.1%, while the numeracy indicator has decreased from 46.67% to 44.44%. School leadership itself increased by 8.67% from 42.8% to 51.47%. From the results of observations and document reviews, it shows that instructional leadership indicators can improve the performance of teachers or tendik and significant education personnel. Teachers are encouraged to improve their capacity or competence as educators to improve the quality of education.

## CONCLUSION

From the results of the discussion above, the researcher concludes that there are several things related to the role of the school principal as an instructional leader in implementing the Merdeka curriculum at SMAN 1 Gerung, including: The role of the principal is very influential in the implementation of the Merdeka curriculum, School community and local government are expected to support the Merdeka curriculum, Government intervention (Ministry of Education and Culture and Local Government is the main source of support for the implementation of the Merdeka curriculum at SMAN 1 Gerung, Success in improving the quality of education cannot be separated from the role of the principal as an instructional leader as reflected in the 2023 Education report card.

The recommendations of the research results are the role of the principal in the context as an instructional leader at SMAN 1 Gerung needs to be maintained and given appreciation during the intervention of the implementer of the driving school program (PSP), the implementation of the Operational Curriculum of the Education Unit (KOSP) needs attention such as providing training to teachers according to the recommendations contained in the education report card, from the stakeholders/learning community (Kombel) of SMAN 1 Gerung should be further enhanced in improving the numeracy indicator which decreased from 2022 to 2023.

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