

Management Analysis Of Principal Leadership In Schools Implementing The Independent Curriculum At SDN Jatipadang 01 Jakarta Selatan for Academic Year 2023/2024

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Abstract

This research aims to explore information in depth to analyze the extent of the Principal's leadership management in implementing the Independent Curriculum at SDN Jatipadang 01 South Jakarta in the 2023/2024 school year. The research method used is descriptive qualitative with data collection through observation, interviews and documentation studies. The results of the analysis show that the leadership management of the Principal plays a crucial role in the successful implementation of the Independent Curriculum. Factors such as resource management, teacher development, parental involvement, and adaptation to change are the main focus. These findings contribute to understanding the dynamics of leadership management in the context of implementing innovative curricula at the elementary school level, especially public schools. The implications of the results of this research can be used as a basis for schools, policy makers and other researchers to increase the effectiveness of leadership management in facing the challenges of the Independent Curriculum in the future.

Keywords: Leadership Management, School Principals, Independent Curriculum.

Introduction

The 2021 Primary School Directorate's independent learning policy is a step by the government to carry out educational transformation in order to create superior human resources that have the characteristics of a Pancasila student profile. This policy of course leads to students in schools becoming learning subjects in the classroom who can have the characteristics of the Pancasila student profile, namely faith, devotion, to the Almighty and noble character, diversity in the world, working together, independent, critical reasoning and creative. Curriculum changes are based on the awareness that developments and changes that occur in social, national and state life in Indonesia cannot be separated from the impact of global change, developments in science and technology as well as arts and culture (Nurwiatin, 2022).

Tharaba (2019) emphasized that education essentially functions as a place for the transfer of knowledge (knowledge transfer), transfer of values (value transfer), also functions to maintain and develop traditions and noble cultures in a society through the process of forming a personality (in the making personality processes) so that they become adult humans who are able to stand independently in the culture and society around them. During the 5.0 revolution, the transformation of social structures is taking place rapidly, social relations depend on technology, the disappearance of several job categories, people have equal opportunities and have strong competitiveness. The period of industrial revolution 5.0 has challenges as well as opportunities for educational forums. Learning is the development of competence to think, act and live and become part of global society.

The Independent Curriculum in Elementary Schools (SD) is an effort to transform the education system in a better direction and put elementary schools on the path to achieving appropriate and appropriate goals and targets. It is hoped that with the

Independent Curriculum in elementary schools, education units and teachers will have the freedom to design school operational curricula and teaching modules to facilitate learning in accordance with students' competency levels. The Independent Learning Curriculum is a curriculum concept that demands independence for students and educators (Rindayati et al., 2022).

Seeking knowledge has become an obligation for Muslims, both men and women. Allah SWT and Rasulullah SAW have ordered their people to continue learning while living in the world through the Koran, sunnah and hadith. Not only is it part of the rewards of worship, studying is also a good practice that will not be interrupted. There are many propositions from the Koran and hadith that explain learning and seeking knowledge. The following is a hadith from Abu Hurairah Radhiyallahu 'anhu. Indeed, Rasulullah Shalallahu 'alaihi wa sallam said about the virtues of seeking knowledge or learning, namely

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Meaning: Whoever takes the path to seek knowledge (learn), Allah will make his path to heaven easy. (HR. Muslim) (in Harbani, 2021).

Based on the hadith above, it can be concluded that seeking knowledge is for Muslims not only to remove stupidity from yourself and other stupid people. However, it is done solely to seek the approval of Allah SWT and the afterlife. Principal leadership is a competency in mobilizing the resources available in a school as closely as possible to achieve planned goals. Based on this, it can be understood that the leadership of the school principal has a significant role in achieving the school's stated vision and mission (Suryana & Iskandar, 2022)

Therefore, it is hoped that the school principal understands his duties and roles well so that he can implement the concept of independent learning goals in the school he leads. The principal means the highest leader in the school forum who has a very crucial position. Leaders are needed who will be able to implement the concept of the goal of independent learning to become the forerunner to the birth of students who have cognitive intelligence and character intelligence to become a superior and quality generation. In carrying out their duties, the Principal must also make exclusive efforts that can help teachers improve their mastery of the independent learning curriculum so that schools can adapt to the demands of the independent learning policy (Puspita et al., 2022). School principals and teachers have a crucial role in implementing the Independent Curriculum in schools (Anwar et al., 2022).

However, the current reality is, to overcome the problem of the above phenomenon, at SDN Jatipadang 01 South Jakarta for the 2023/2024 academic year, the Principal has special leadership management in managing the implementation of the Merdeka curriculum in schools, such as: steps for planning an independent curriculum, challenges in implementing an independent curriculum, and strategies for implementing an independent curriculum effectively in SDN Jatipadang 01 South Jakarta. Leadership is a skill that is needed or expected by someone to lead a group. Leadership also includes the abilities that a leader can have, while a leader means a person who leads a group. Leadership has a crucial meaning for a leader, where leadership refers to planning, management, control and application to an activity (Dinisari, 2020).

Leadership in Islam is very necessary considering that Islam is a belief that Allah SWT created very noble, soleaders are needed for humanity to achieve common goals. Islam teaches that in leading leaders should have the ability

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ اِنِّيْ جَاعِلٌ فِى الْاَرْضِ خَلِيْفَةًۭۙ قَالُوْۤا اَنْتَجْعَلُ فِيْهَا مَنْ يُفْسِدُ فِيْهَا وَيَسْفِكُ الدِّمَآءَ
وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَۗ قَالَ اِنِّيْۤ اَعْلَمُ مَا لَا تَعْلَمُوْنَ

and skills in knowledge, both religious knowledge and world knowledge (Mujahidin, 2016).As in the Koran, there are many verses related to leadership issues, including the Word of Allah SWT in QS. Al Baqarah/2: 30 which reads:

Meaning: "And (remember) when your Lord said to the angels, I will make a caliph on earth. They said, "Are You going to place someone there who will cause corruption and shed blood, while we praise You and sanctify Your name?" He said, Indeed, I know what you do not know."

Based on the verse above, it states that the caliph (leader) is the holder of the authority or power of Allah SWT to carry out mandate and leadership on earth. The angels once opposed the human caliphate on earth, then Allah SWT revealed that only He knows the sending of leaders on earth. Islamic leadership is viewed as something that is not directly desired, but rather is viewed as a social need that is oriented towards the interests and needs of the citizens or groups being led. However, the problem that occurs is that not all schools get leaders who meet expectations. For example, when implementing a new curriculum in schools, many school principals simply hand over their affairs to the curriculum or student affairs department, which takes care of everything without direct assistance. In this case, the implementation of an independent curriculum must have guidance, clarity, socialization, mentoring, mentoring and full direction from the school

principal or government. If this has been done thoroughly, then problems regarding the implementation of the independent curriculum will not surface, or at least can be minimized as little as possible (Susanti et al., 2023).

Based on the background above, the author is interested in answering the problems taken, namely 1) What is the role of the school principal in improving the management of implementing the Merdeka curriculum at SDN Jatipadang 01 Pasar Minggu, South Jakarta for the 2023/2024 academic year?; 2) The extent to which the leadership management carried out by the school principal can influence the implementation of the Independent Curriculum in SDN Jatipadang 01 Pasar Minggu, South Jakarta, Academic Year 2023/2024?. In this research the problem focus includes: steps planning the Independent Curriculum, challenges in implementing the Independent Curriculum, and strategies for implementing the Independent Curriculum effectively. The research method used is descriptive qualitative with data collection through observation, interviews and documentation studies.

Theoretical review

A. The Role of the Principal

The leadership role as a school principal is very important in an educational institution. According to Hidayat, et al, (2019), leadership has a very valuable role in fulfilling Human Resources (HR) to be able to influence the movement to achieve goals in an educational institution. According to Ikhsandi (2021), education is the foundation for creating competent and quality students. Based on this context, school principals and educators as education providers in schools are the most important

indicators in preparing a good quality learning process.

The Ministry of Education and Culture launched a policy using the concept of independent learning in 2019. The policy of the concept of independent learning is the government's intention to make changes to education to create a superior workforce with the profile of Pancasila students. In this case, this policy will be limited to school children's learning in class, then students are expected to have the Pancasila character profile, namely being devoted to God Almighty and having good morals, diversity which is famous throughout the world, helping each other, having an independent nature, thinking. creative and innovative (Kemdikbud, 2020). Therefore, in national education policy, there are seven main roles of school principals according to Mulyasa (2012), namely, as (1) educator; (2) manager; (3) administrator; (4) supervisor; (5) leader (leader); (6) motivator; and (7) novators. Principals in carrying out school management are expected to have competence. In Minister of National Education Regulation no. 13 of 2007 requires 5 competencies that school principals must have. The five competencies that must be mastered by school principals are: personality competence, managerial competence, entrepreneurship competence, supervision competence and social competence. The principal as a manager must also have the main competencies and skills in organizational management, namely planning skills, resource organizing skills, activity implementation skills, and control and evaluation skills. A similar thing was expressed in research by Efridawati and Gunawan (2023) who explained the results of their research that understanding the leadership of school principals in implementing the concept of independent learning in elementary schools has a big influence on the progress of an educational unit institution.

A. Implementation of the Independent Curriculum

According to the Directorate of Primary Schools (2023), the implementation of the independent curriculum in State Primary Schools (SDN) is carried out using several steps and changes to learning. The independent curriculum is a change from the 2013 curriculum and has three levels in its selection, namely independent learning, independent change, and independent sharing.

The following are the steps for implementing the Independent Curriculum in SDN according to the Directorate of Primary Schools (2023), namely: (1) Flexible learning, the Independent Curriculum calls for flexible learning, where students can train or gain knowledge and experience through learning activities; (2) Focus on essential material, the Merdeka Curriculum prioritizes learning that focuses on essential material, which is needed to achieve the Pancasila student profile; (3) Development of soft skills and character, the Merdeka Curriculum also prioritizes the development of students' soft skills and character, such as communication, cooperation and innovation; (4) Approach to the abilities of each student, the implementation of the Merdeka Curriculum in SDN uses an approach to the abilities of each student, namely rubrics, so that students can train or gain knowledge and experience through learning activities; (5) Implementation process, Implementation of the Independent Curriculum in SDN requires the readiness of school principals, teachers, students and local people involved in learning to adapt to the latest curriculum. By implementing the Independent Curriculum, students share the abilities and character needed to become individuals who are ready to take responsibility and contribute positively to society (Salsabillah, et al, 2023

Discussion

A. The Role of the Principal in Carrying Out a Needs Analysis for Independent Curriculum Learning Planning at SDN 01 Jatipadang 01 South Jakarta.

Learning planning is an important thing to do before implementing the curriculum in a school. In essence, learning planning is the main step taken in the learning process so that the educational goals that have been set can be achieved well (Neolaka & Neolaka, 2017). There are several differences in planning learning in the 2013 Curriculum and the Merdeka Curriculum. One of the planning learning tools. in the 2013 Curriculum, using a Learning Tools Plan (RPP) which includes Basic Competencies and Core Competencies. Meanwhile, the Independent Curriculum uses Teaching Modules which include Learning Achievements (CP), Learning Objectives (TP), and Learning Objective Flow (TP). Apart from that, the Merdeka Curriculum also uses a Project Module which is used in the Strengthening Pancasila Student Profile (P5) Project subject as Strengthening the Pancasila Student Profile (P5) is a form of character strengthening in students.

As a leader, the Principal has an important role in implementing the Independent Curriculum, especially at the Basic Education level. Based on the results of research conducted by Isa, et al (2022) at Pontianak Islamic Elementary School, in

implementing the Independent Curriculum, the Principal plays the role of a motivator as well as a reporter for reform by continuing to make improvements. Thus, the action taken by the Principal is to hold peer tutoring training activities which Pontianak Islamic Elementary School teachers can participate in regularly by inviting resource persons and expert trainers so that they can increase teacher knowledge. Apart from that, the Principal also held an In House Training (IHT) activity where this activity was also attended by Pontianak Islamic Elementary School teachers with the aim that they could know and understand how to prepare learning tools which include planning, implementation and evaluation (Isa, et al, 2022).

Based on the author's observations regarding school conditions, SDN Jatipadang 01 South Jakarta in December 2023 was declared to have graduated as a Driving School. The Principal of SDN Jatipadang 01 South Jakarta has taken the test for the second generation of the 2021 Mobilization School Program. Thus, the Principal can create an Educational Unit Operational Curriculum (KOSP) in July 2022 and it has been implemented for one semester. So currently, the Education Technical Implementation Unit of SD Negeri 01 Jatipadang, South Jakarta is implementing two curricula, namely class I and class IV, implementing an independent curriculum in accordance with the driving school. Meanwhile, classes II, III, V and VI still apply the KTSP or 2013 Curriculum.

Even though there are two curricula, the school can move well in line with its implementation smoothly and well. This is because the Principal has carried out outreach to the parents so that it can run smoothly and there are no obstacles. Apart from that, there are programs such as teacher sharing about the differentiated learning being implemented, more significant explanations regarding the Principal's management in planning the Merdeka Curriculum learning at SDN 01 Jatipadang, South Jakarta, so the researcher will study this further in relation to this matter.

B. Principal Planning Steps in Learning the Independent Curriculum at SDN 01 Jatipadang 01 South Jakarta for the 2023/2024 Academic Year.

Based on the results of an interview with Mr. Sopian Hadi, M.Pd as the principal at SDN 01 Jatipadang, South Jakarta, he has steps for planning the Merdeka Curriculum for the 2023/2024 Academic Year, which are as follows:

1. Deep Understanding of the Independent Curriculum:

At this initial stage, the school principal and the curriculum team along with the teaching council or all stakeholders gather together to discuss the Independent Curriculum that will be used in the school. According to Mr. Sopian Hadi, this is very necessary to have the same in-depth understanding of the basic principles of the Independent

Curriculum, objectives and innovative concepts contained therein.

2. **Analysis of School Needs and Potential:**The second stage, the Principal analyzes the needs and potential of the school, including Human Resources (HR), existing infrastructure and curriculum. With this understanding, school principals can design and plan realistically and can implement it well.
3. **Participation of Teachers and Educators:** The third stage, the Principal needs support from the participation of teachers and teaching staff in planning Independent Curriculum learning. In this case Mr Sopan Hadi involved open discussions, training and workshops to ensure that all school staff had a uniform understanding and commitment to the implementation of the Independent Curriculum.
4. **Preparation of Quality Learning Plans:**In the fourth stage, Mr. Sopan Hadi as the Principal together with the teachers needs to develop a quality learning plan, including innovative learning design, selecting appropriate teaching methods, as well as developing learning materials that are relevant to the context and characteristics of students at SDN 01 Jatipadang 01 South Jakarta . For example, by participating in teacher MGMP activities at school and outside school.
5. **Resource Management:**In the fifth stage, the Principal, assisted by the curriculum team, plans effective resource

management, including time allocation, teaching staff and infrastructure that support the implementation of the Independent Curriculum. The curriculum team has been able to map learning schedules, procure teaching materials, and ensure the availability of required facilities.

6. **Continuous Monitoring and Evaluation:**The sixth stage, that planning does not end after implementation begins. School principals need to establish a continuous monitoring and evaluation system to measure the effectiveness of the implementation of the Independent Curriculum. This involves data collection, performance analysis, and continuous improvement to ensure compliance with desired learning objectives.
7. **Parental and Community Involvement:**School principals need to plan strategies to involve parents and the community in supporting Independent Curriculum learning. Open communication, regular meetings and collaboration with related parties can increase parental support and participation in the learning process.

By following these steps, the Principal at SDN 01 Jatipadang 01 South Jakarta can ensure effective and successful implementation of the Merdeka Curriculum in the 2023/2024 school year.

C. Challenges of Implementing the Independent Curriculum at SDN 01 Jatipadang 01 South Jakarta for the 2023/2024 Academic Year.

The challenges of implementing the Independent Curriculum at SDN 01 Jatipadang 01 South Jakarta in the 2023/2024 academic year can include several aspects, including:

1. **Teacher Understanding and Adjustment:** Teachers need to understand the new concepts and approaches introduced by the Merdeka Curriculum. Challenges can arise due to changes in learning paradigms that require adjustments to teaching and assessment methods. In this case, as Mr. Polite said, almost 30% of teachers still do not understand the Independent Curriculum because previous schools still used the K-13 curriculum.

2. **Resource Limitations:** Limited resources, including textbooks, learning devices and technology, can be an obstacle in implementing the innovation-oriented Independent Curriculum. School principals need to find creative solutions to overcome these limitations.

3. **Understanding Parents and Society:** Lack of understanding by parents and the community regarding curriculum changes can be a challenge. Principals need to carry out effective communication and outreach efforts to ensure their support for this change. In this case, socialization was held at the

beginning of learning about the Independent Learning curriculum, especially for parents of students in class I and class IV.

4. **Teacher and Employee Engagement:** Challenges can arise in encouraging full participation and involvement of all school staff. This engagement process requires time and effort to ensure that all teachers and employees are involved in implementing the Merdeka Curriculum. However, during the past 2 years, the implementation of the Merdeka learning curriculum in schools has gone well and smoothly.
5. **Performance Evaluation and Student Progress Mapping:** Performance evaluation systems and mapping student progress in accordance with the Merdeka Curriculum can be challenging. It is necessary to develop relevant evaluation instruments and an adequate mapping system to measure the achievement of expected competencies.
6. **Technology Readiness:** The next challenge is that the Independent Curriculum relies on the use of technology in the learning process, school readiness in terms of technological infrastructure and skills in using technology by teachers and students can be a challenge.
7. **Handling Student Diversity:** Understanding and dealing with the diversity of students' learning needs is a challenge, especially in providing support and guidance that suits

students' individual characteristics.

By understanding and overcoming these challenges, the Principal at SDN 01 Jatipadang 01 South Jakarta can increase the effectiveness of implementing the Merdeka Curriculum and support students' holistic development in accordance with the vision of the curriculum. As expressed in an interview with Mr. Sopan Hadi as the school principal, he really hopes that entering the third year in 2024, the challenges and obstacles will be reduced and can be overcome well.

D. Strategy for Implementing the Independent

Curriculum at SDN 01 Jatipadang 01 South Jakarta for the 2023/2024 Academic Year.

To overcome the existing obstacles, the stakeholders at SDN 01 Jatipadang 01 South Jakarta, the principal Mr Sopan Hadi, M.Pd have a strategy for implementing the Independent Curriculum for the 2023/2024 Academic Year, namely:

1. **Teacher Training and Development:**The Principal organizes regular training and development for teachers to enrich their understanding of the Independent Curriculum, namely 2 times a week, every Tuesday and Saturday, for example in MGMP activities or once a month workshops, seminars and collaborative sessions to improve pedagogical competence and teacher technology.

2. **Socialization to Parents:** Carrying out outreach campaigns to parents and the community about the concept and benefits of the Independent Curriculum. This may involve parent meetings, school fairs, and distribution of informative materials to increase understanding and support from outside the school. In this case, the example is P5 activities carried out in schools, especially classes I and IV. As in the example that has been carried out, the results of the project to strengthen the profile of Pancasila phase A class 1A students with the theme of entrepreneurship create their own work. P5 activities can improve students' entrepreneurial spirit and become a valuable experience for students



Figure 2. Photo of P5's activity of making flower pots and vases for class 1 students at SDN Jatipadang 01 Pasar Minggu, South Jakarta (curriculum document, 2023)

3. **Formation of Curriculum Implementation Working Team:** Form a special work team responsible for

coordinating the implementation of the Independent Curriculum. This team may consist of teachers, educational staff, and parent representatives, who work together to ensure the continuity and effectiveness of curriculum implementation.

4. **Periodic Monitoring and Evaluation:** Establish a regular monitoring and evaluation system to track implementation progress. This involves data collection, performance analysis, and continuous improvement actions to ensure that curriculum objectives are achieved.
5. **Integrating Technology in Learning:** Encourage the use of technology in the learning process. School principals can ensure the availability of adequate technological infrastructure and provide training to teachers in the use of digital learning tools.
6. **Collaboration with External Parties:** Building collaboration with other educational institutions, industry and local communities to support the implementation of the Independent Curriculum. This collaboration can bring additional benefits in providing resources and practical experience for students.
7. **Inclusion and Support for Student Diversity:** Develop inclusive strategies to support the success of all students, including those with special needs or diverse backgrounds.

This may include the development of additional support programs and appropriate curriculum adjustments.

By implementing these strategies, the Principal can lead effectively in implementing the Independent Curriculum at SDN 01 Jatipadang 01 South Jakarta and ensure the success of innovative learning in the 2023/2024 Academic Year.

Conclusion and Closing

A. Conclusion

To carry out their role well, school principals need to follow a series of steps, including planning curriculum changes by involving a qualified curriculum development team. The involvement of teachers and education personnel in this process is very important, and school principals are responsible for facilitating their participation. Then, the role of the school principal in implementing the Independent Curriculum is not only as an administrator, but also as a leader and facilitator of change. It is good for school principals to have a strong understanding of curriculum and appropriate strategies, principals can ensure the successful implementation of innovative curricula in their schools, contribute to improving the quality of education, and help students achieve their best potential

B. Closing

Previous research focused on problems include: steps independent curriculum planning, challenges in implementing the independent curriculum, and strategies for implementing the independent curriculum effectively. However, this research is still limited because it only analyzes

three factors. The author provides suggestions for further research to focus on other factors that can influence the leadership management analysis process of school principals in the Merdeka Curriculum.

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