



Evaluation of Teacher Leadership in the Implementation of Independent Learning Curriculum in Secondary Education Units

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ABSTRAK

Berdasarkan kenyataan masih banyak guru yang belum merubah cara kepemimpinannya, dampaknya sering ditemukan kendala dan kesulitan dalam penerapan kurikulum mandiri. Evaluasi kepemimpinan guru perlu dilakukan karena terdapat kesenjangan antara teori, harapan, dan kenyataan. Tujuan penelitian mendeskripsikan kepemimpinan guru dalam penerapan kurikulum belajar mandiri. Keterampilan literasi dan numerasi dalam kurikulum memerlukan perubahan kepemimpinan guru dalam pelaksanaannya. Metode penelitian menggunakan Mixed Method dengan desain paralel yang konvergen (bersamaan). Subyek penelitiannya adalah siswa SMP dan objeknya adalah guru. Teknik pengumpulan data melalui survei dengan kuesioner yang dikembangkan dan diberikan kepada 70 orang guru. Data juga diperoleh melalui wawancara mendalam dengan guru. Analisis data kuantitatif menggunakan SPSS versi 26 dan data kualitatif dianalisis dengan mengumpulkan data wawancara, mereduksi dan mengelompokkan data yang saling bersinggungan. Hasil penelitian menunjukkan bahwa 54,12% guru sudah memiliki wawasan kepemimpinan dan 67,66% setuju untuk menerapkan kepemimpinan dalam kurikulum mandiri. Diperkuat melalui hasil wawancara bahwa penerapan kurikulum mandiri sangat mendesak untuk mengatasi learning loss dalam menghasilkan lulusan. Kebaruan, ditemukan dari Leadership Insights, konsep guru penggerak memberikan kesempatan kepada guru untuk mengikuti pelatihan dan berbagi ilmu secara masif untuk mempercepat mengatasi learning loss di SMP.

ABSTRACT

Base on the reality there are still many teachers who have not changed their way of leadership, the impact is that obstacles and difficulties are often found in implementing the independent curriculum. It is urgent to evaluate teacher leadership because there is a gap between theory, expectations, and reality. The research objective describes teacher leadership in implementing the independent learning curriculum. Literacy and numeracy skills in the curriculum require changes in teacher leadership in implementation. The research method uses Mixed Methods with a convergent (concurrent) parallel design. The research subjects were junior high schools and the objects were teachers. The data collection technique was through a survey with a questionnaire which was developed and given to 70 teachers. Data was also obtained through in-depth interviews with teachers. Quantitative data analysis used SPSS version 26 and qualitative data were analyzed by collecting interview data, reducing and grouping data that intersected one another. The results showed that 54.12% of teachers already had leadership insights and 67.66% agreed to apply leadership in the independent curriculum. Reinforced through the results of interviews that the implementation of an independent curriculum is very urgent to overcome learning loss in producing graduates. Novelty, found from Leadership Insights, the concept of driving teachers provides opportunities for teachers to take part in training and share knowledge massively to accelerate overcoming learning loss in junior high schools.

1. INTRODUCTION

The progress of student education is inseparable from the leadership of a teacher. The curriculum must continue to be developed to keep up with the times. Indonesia is currently using the independent learning curriculum (Suyadi, Nuryana et al., 2022; Wibawa et al., 2022). But the fact is that the independent learning curriculum does not simultaneously follow this government policy, the Ministry of Education and Culture's Research and Technology policy which gives schools the right to implement the curriculum in stages (Ishak, 2021; Nurhayati, 2022; Pratikno et al., 2022). The independent learning curriculum is structured based on concepts, namely the theory of learning change, adjusting children's conditions in the field, preparing children's competencies, strengthening national characteristics, implementing rules, and strengthening autonomy (Amini & Ginting, 2020; Kim & Weiner, 2022). Implementation of the independent learning curriculum requires leadership in the hope that learning outcomes can be achieved. The quality of

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education is closely related to leadership (AlAjmi, 2022; Lazim et al., 2022; Yau et al., 2022). Leaders must have competence as managers and be able to plan and be in line with government policies in schools (Duque et al., 2013; Elander et al., 2022). Teachers and educational staff have their respective roles according to their main duties and functions (Guerrero-Alcedo et al., 2022; Owan et al., 2022). The teacher's role is very important and strategic in the learning process in schools in achieving learning outcomes.

Each teacher has a unique leadership style in managing learning both inside and outside the classroom. The figure of the teacher is a role model for students. Every teacher's attitude and behavior becomes an example for students to emulate. The attitude of leadership must indeed be owned by the teacher because it always intersects with the planning and management of learning. Teachers are also faced with assisting students, learning and achieving the vision, mission and goals of the school (Lemoine et al., 2019; Nicholson & Kurucz, 2019). Teacher performance is the result of leadership, as a professional teacher, namely planning lessons, carrying out learning with the right method, mastering the material and evaluating learning. The quality of teachers as leaders needs to be improved on an ongoing basis because the leadership style in conveying learning is very influential in motivating students to achieve learning goals. According to previous study teacher leadership is required to create a pleasant learning atmosphere so that learning takes place effectively and efficiently (Balakrishnan Nair, 2022). In leadership there are three types of authoritarian style, participatory democratic style, and independent or laissez faire style. According to other study teacher democratic leadership is better at carrying out learning by prioritizing student learning experiences in solving problems (Mirza & Isha, 2017). The same thing states that democratic leadership allows for good development, mutual respect and creates a maximum learning atmosphere (Ángeles López-Cabarcos et al., 2022). Other study also argues that literacy and numeracy skills in teacher leadership influence students when making decisions (Ahmmed et al., 2022). The development of literacy and numeracy in teacher leadership is one of the focuses of the teacher development program.

Based on fact on the results of student learning development in terms of literacy and numeracy. The learning progress of junior high school students in terms of literacy and numeracy before the 2019/2020 school year, literacy 129, numeration 78. After the 2020/2021 school year literacy 77, numeration 34. This fact has a literacy gap of -52 and a numeration gap of -44. The development of elementary school students' learning aspects of literacy and numeracy. Aspects of the 2013 curriculum are literacy 482 and numeracy 532, the independent curriculum learns literacy 517 and numeracy 570. Discrepancies occur for literacy 35 and numeration 38. The data above shows that there is a gap between theory, expectations, and reality on the ground. The independent learning curriculum expects the teacher to change his leadership in implementing the independent learning curriculum. The change in leadership has an impact on increasing students' understanding in acquiring knowledge and understanding of literacy and numeracy. However the facts above show the low understanding of literacy and numeracy is a confirmation that leadership is not as expected.

The facts above obtained information from schools that implemented the 2013 Curriculum experienced a decrease in learning outcomes in aspects of literacy and numeracy and showed indications of learning loss. While the fact that schools using the independent learning curriculum has also decreased, the facts also show that the independent learning curriculum is better when compared to using the previous one. Therefore it is suspected that the independent learning curriculum can overcome learning loss. Students are the main center of learning that must be encouraged. Thus, the driving teacher is plotted as an educational leader in the future in creating a superior Indonesian generation. When the independent learning curriculum policy had only been running for two years, the implementation of the independent learning curriculum was still small. The hope is that with the implementation of the independent curriculum learning leadership abilities and the concept of teacher literacy and numeracy there will be no more gaps. This research is very urgent to be carried out by looking at the gap between theory, expectations and reality in the field, it is necessary to evaluate leadership and the concept of implementing the independent learning curriculum. The aim is to analyze the results of the concept evaluation and teacher leadership in the implementation of the independent learning curriculum.

2. METHODS

This study uses mixed methods with a convergent (concurrent) parallel design (Barraclough et al., 2022; Maheshwari et al., 2022; Prakash & Das, 2022). This research approach combines survey data collection and processing with statistical methods by confirming interview data (Amna Saleem et al., 2021; Harrison et al., 2019). The research subjects were public junior high school 150 and state junior high school 45 East Jakarta. The research was conducted in August-November 2022. The research population was all middle school teachers in East Jakarta and the research sample consisted of 70 teachers who were selected by random sampling. The selected sample is given an instrument link to provide an assessment

Data collection techniques the survey method by distributing questionnaires that have been developed is validated. The results of the validation say validation and are feasible to be used as a tool to measure teacher leadership. Questionnaires that have been declared valid are used to collect teacher leadership data. The indicators measured are impartial leadership, impactful program management, benevolent decision-making, and leadership abilities. Meanwhile, teacher concept data is measured through indicators, learning outcomes, learning objectives, learning models, classroom management, and teaching modules or materials. Data on the implementation of the self-learning curriculum with intra-curricular curriculum indicators and student profile projects. To strengthen the method of implementing the independent curriculum, data were obtained by conducting in-depth interviews with 10 school heads, teachers, and parents.

The data analysis technique with the data obtained through the results of the survey was first tested for its validity and reliability. Test the validity and reliability using SPSS 26 version (Hwang et al., 2022; Sin & Rochelle, 2022). Furthermore, the data from the interviews were analyzed by collecting all data from all sources. The results of the interview data came from the principal, teachers at the school, and parents. After being collected, the interview data was reduced one by one. The words or sentences spoken by the sources are reduced if they do not intersect with each other. Words or sentences that intersect each other are grouped and formed in the coding table. Furthermore, the data from the interviews were drawn conclusions based on the coding results. The conclusions from the interview results were aligned with the results of the questionnaire data, to see the intersecting data. The intersecting data is interpreted to be the conclusion.

3. RESULT AND DISCUSSION

Results

Based on the result data obtained through the survey and the results of in-depth interviews, it was found that as many as 70 respondents thought that the concept and leadership of teachers in schools was based on gender (Figure 1), age (Figure 2), educational qualifications (Figure 3) and years of service (Figure 4).

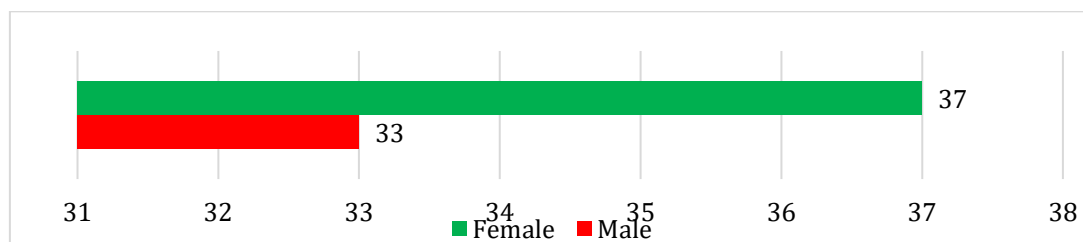


Figure 1. Leadership Ability Category Based on Gender

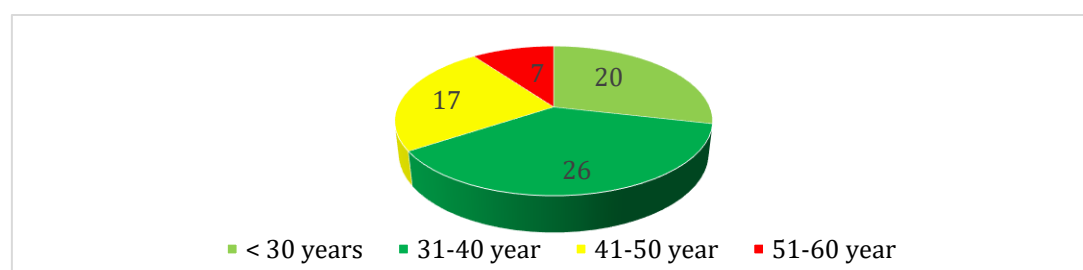


Figure 2. Leadership ability Based on Age Category

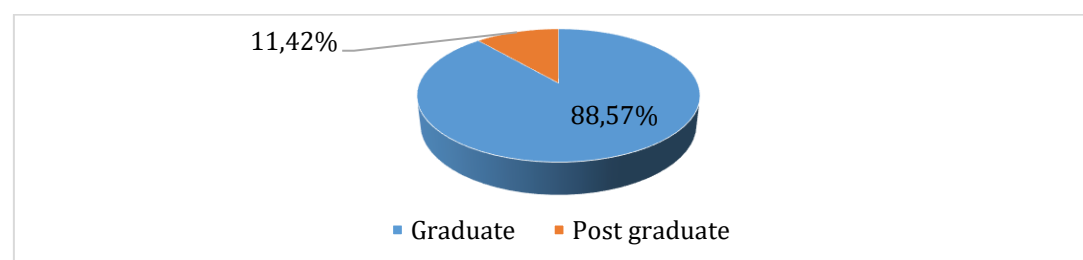


Figure 3. Leadership Capability Based on Education Category

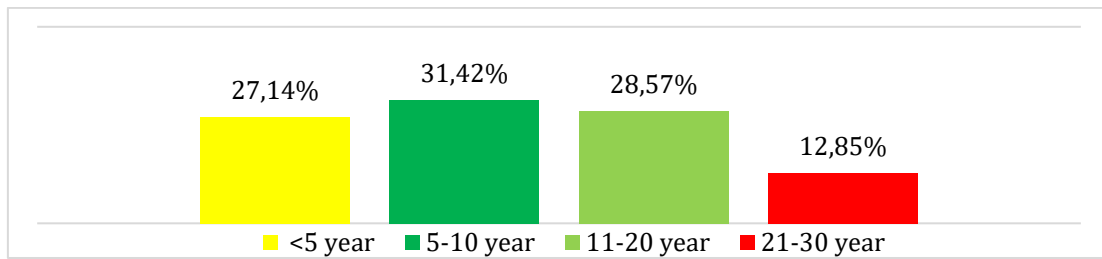


Figure 4. Ability in Leadership Based on Old Working Category

Respondents in this study amounted to 70 people consisting of 33 men and 37 women. Of the 70 responses, there were 5-20 years old who had very good levels of ability in leadership, namely 31.42% and 28.57%. Preferably, the length of time working 21-30 leadership actually decreased 12.85%.

Teacher Leadership Concept

Based on the data obtained through the questionnaire, the dimension of teacher leadership insight by answering strongly agree 57.72%, agree 39.64%, disagree 0.56% and strongly disagree 0.24%. It can be interpreted that in general driving teachers have insight into teacher leadership. However, teachers continue to be allowed to attend teacher association meetings and training organized by the government in implementing the independent learning curriculum. Insight of leadership teachers is show in Figure 5.

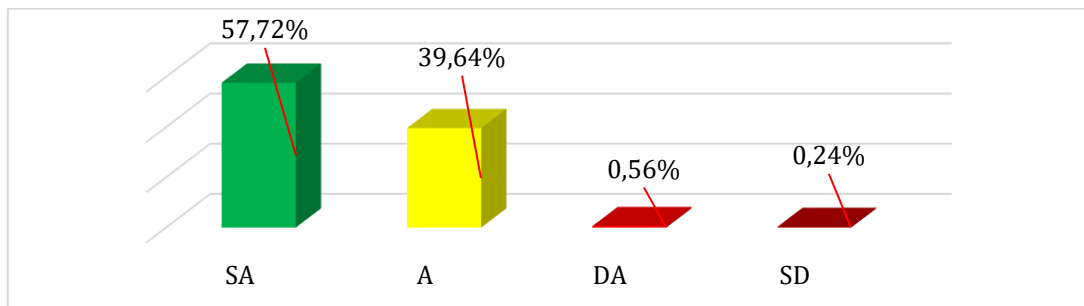


Figure 5. Insight of Leadership Teachers

Based on Figure 5 it is explained of the 30 statements describing teacher leadership insights, there are 5 statements that still need to be followed up to ensure the correctness of the data. The things that are of concern and are followed up are: Point 9, namely the teacher provides space for students to design joint learning. Point 12 namely teachers let students determine how they learn. Point 14, namely the teacher can make decisions in favor of the interests of students. Point 20 namely teachers can make decisions in favor of students in cases of ethical dilemmas. The research data obtained from the questionnaire shows that student-centered learning is not optimal. Teacher leadership insights are continuously reviewed and improved. Teachers who have broad insight will make students the basis for designing learning so that teachers can choose learning models and methods according to student characteristics.

Teacher's Understanding of the Teacher Concept

Based on the data obtained through the questionnaire, the dimensions of the teacher's concept by answering strongly agree 54.12%, agree 44.89%, disagree 0.98% and strongly disagree 0%. Driving teacher concept is show in Figure 6.

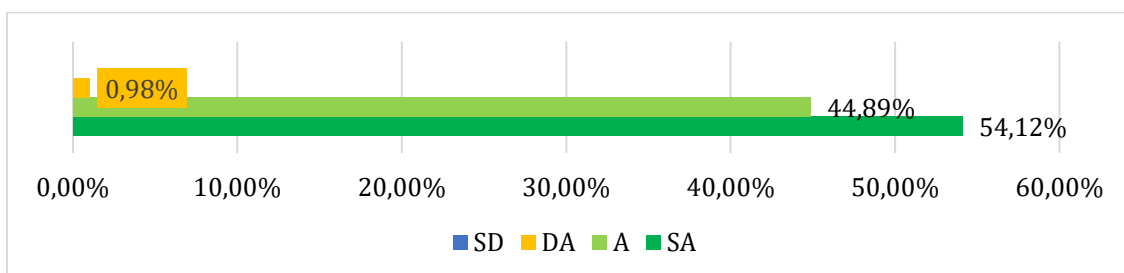


Figure 6. Driving Teacher Concept

Based on Figure 6, it is illustrated that out of 33 items there are 32 valid items which describe teacher leadership insights, items 12, 6 and 11 still need attention for follow-up. Point 12, namely curriculum changes made to adapt to the competency needs of graduates which is in line with the concept of higher education which responds to the competencies needed in the global era. The concept of andragogy and its relevance to higher education in Indonesia to respond to the global information era. Point 12, namely changes to the curriculum made because of learning loss and point 11, namely during the learning process students listen to the teacher's explanation. The role of the teacher as a driving teacher is increasingly important to motivate students and teachers to move towards change together that an independent curriculum with innovation character education in overcoming learning loss during the transition period of the Covid-19 pandemic.

Implementation of the Independent Curriculum

Based on the data obtained through the questionnaire, the dimensions of independent curriculum implementation by answering strongly agreed 67.6%, agreed 32.26%, disagreed 0.14% and strongly disagreed 0%. It can be interpreted that in general, the driving teacher has been able to implement the independent curriculum. Implementation of independent learning curriculum is show in Figure 7.

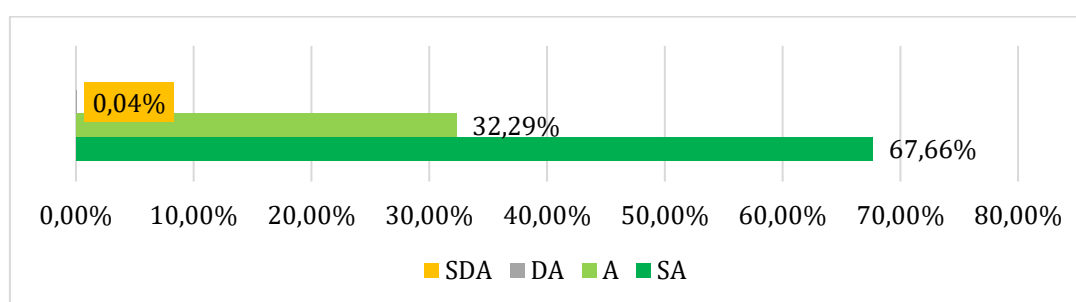


Figure 7. Implementation of Independent Learning Curriculum

Based on Figure 7, of the 33 items that describe the implementation of the self-learning curriculum as many as 32 items, item 21 still needs attention to be followed up to reduce or even eliminate it. Matters of concern and follow-up are: Items 22 and 25, teachers collaborate with other subject teachers as project facilitators. The results of previous research on teacher collaboration provide benefits for students. Interview coding results is show in Table 1.

Table 1. Interview Coding Results

No.	Frequently Occurring Words	Interpretation Results
1	Leadership training	The teachers hope that leadership training will be carried out to improve the quality of learning
2	The need for a curriculum concept	The concept of an independent learning curriculum needs to be socialized by experts or experts in it, such as compiling materials, compiling models and projects
3	Lack of examples of leadership implementation	The lack of examples of leadership concepts that can be emulated in leadership development when the independent learning curriculum is implemented
4	Improved collaboration	Lack of collaboration between teachers of different fields of study
5	Project upgrade	Need training in project preparation in the concept of leadership in schools
6	Models training	There is training that can improve teacher leadership and concepts in the independent learning curriculum

Discussion

The results of interviews with informants provide an overview of the urgency of implementing the independent learning curriculum so that the independent learning curriculum is currently a shared responsibility by creating concepts and leadership that meet the expectations of the curriculum (Basilotta-Gómez-Pablos et al., 2022; Immonen et al., 2022; Senevirathne et al., 2022). Times change, so students must also be prepared to answer these challenges. The results of the evaluation informed that the main informant

(K) had the same opinion that the independent learning curriculum answered the challenges of the developing world, especially in the field of information and communication technology. From [Figure 6](#) it shows that the concept of the teacher in the independent learning curriculum 54.12% looks very good, from [Figure 7](#) it can be seen that the implementation of the independent learning curriculum achieves a very good score of 67.66% and from table 1 it can be seen that the resource persons only need training in the concept of leadership in the implementation of learning effectively sustainable. The independent learning curriculum invites teachers to adapt learning to current conditions to prepare students for the 5.0 era. From the interview results in table 1, the informant (K) said that the independent learning curriculum focuses more on how students can use technology to make life easier and have good character. In contrast to the previous curriculum which was still too focused on curriculum completeness to complete the targeted material content each year, students who were able to complete it were said to be smart students. Even though according to (K) the independent curriculum needs to be perfected.

According previous study urgency of implementing the independent learning curriculum is related to government regulations regarding its implementation to accelerate digitalization, especially in the current global era requiring digitalization as a whole ([Mardiana Firdaus et al., 2022](#)). It is hoped that students must be ready in the digital era and must be equipped according to the times and teachers must be prepared by providing provision as soon as possible in concepts and leadership in the independent learning curriculum. Furthermore, according to the third informant, in terms of student character, according to the Pancasila student profile, it has decreased, especially intolerance, so it is hoped that the implementation of an independent curriculum can be minimized. Implementation of an independent curriculum focuses on strengthening character. The same understanding as the informant (K) was also conveyed by (M) that regarding competence so far it has been too hard on the target so we don't mind the deep competence of students because they only complete all competencies, regardless of the depth of the material. Meanwhile, the opinion of the deputy principal in the field of curriculum (J) that the implementation of an independent curriculum follows educational developments and inevitably this curriculum must be implemented because if it is not implemented at this time, it must be followed next year. Continued (J) said that the implementation of an independent curriculum followed curriculum development, the idea was very changeable and positive compared to the current curriculum because it was truly student-centered. Not completing curriculum achievements but meaningful learning targets. Existing content focuses more on recognizing children's potential so that teachers explore potential to deliver children to their maximum potential. Even though according to the informant (J) it is not easy to change the old pattern to a new paradigm, but it must be done for better education. The opinion of the informants is in line with the survey results shared from [Figure 4](#) that leadership can be influenced by length of service, but continuous logging must be provided. [Figure 5](#) also shows that leadership in the implementation of the independent learning curriculum has an effect on age. Older age certainly has a positive value for leadership, but not for the implementation of an independent learning curriculum that must be equipped with digitalization skills.

Meanwhile, according to the teacher informant (D) who is a teacher, with this independent curriculum, students learn more independently and are more able to explore themselves/their potential. The teacher changes the teaching paradigm from teaching to facilitator and administration is lighter and the teacher has space to explore learning. The teacher informant (Z) also said that when issuing policies, the government must have reviewed them before implementing them, especially in adjusting to the times. The potential of students is maximized. Other study state that the independent curriculum accommodated more of what Ki Hajar Dewantara understood, namely guiding children according to their nature to the fullest ([Elvira & Fitriza, 2023](#)).

Based on the results of the study above, it can be concluded that the implementation of this independent curriculum is very urgent to do because this curriculum is expected to be able to answer the current challenges of Indonesian education which have not yet found a way. It means that our education is still unable to compete with the education of other countries in the world. This is because so far the curriculum has only focused on administration and has not found the right way to implement education that is under the teachings of Kihajar Dewantara. The 2013 curriculum expected student-centered education, but there was still a rigidity where teachers were required to provide various administrative tools that teachers might not necessarily be able to implement. Therefore, this independent curriculum is said to be a curriculum which is a refinement of the previous curriculum ([Feenstra et al., 2023](#); [Raso et al., 2019](#); [Stephens et al., 2017](#); [Weissman et al., 2022](#)). The independent curriculum encourages teachers and students to be creative and innovative in learning while still emphasizing character values that need to be instilled in students.

The independent curriculum also emphasizes character values through the Pancasila students profile which consists of (1) faith and fear of God Almighty and noble character, (2) global diversity, (3)

critical thinking, (4) mutual cooperation, (5) independent, (6) creative (Nurhayati et al., 2022; Srirahmawati & Hunaifi, 2022). This is expected to be able to answer the current challenges where many people are smart but do not have a good character so this has an impact on cases that break the law such as corruption, collusion, nepotism, intolerance and various immoral cases.

The independent curriculum provides space for students to further explore the material being taught besides that the independent curriculum also adapts to the times when teachers must be able to use technology to assist learning (Kabilan & Annamalai, 2022; Wang, 2022). Likewise, students must be able to take advantage of technology to assist them in learning (Haleem et al., 2022; Hennessy et al., 2022; Rizk & Hillier, 2022). This has been implemented in one of the research location schools where most of the classes no longer use manual blackboards in learning but use touchscreen boards in learning. The independent curriculum also focuses on developing the potential of students holistically so that in this way, students can choose and develop their potential or talents which can then be further developed later through college (Bolton-King, 2022; Tolppanen et al., 2022).

The implication is that teachers are expected to improve the concept of leadership by continuing to be given training and willing to learn. Teachers are given the opportunity to take part in teacher concept training in preparing themselves for leadership training. Teachers must be rewarded and motivated to implement the independent learning curriculum. The weakness of this study is the limitation only on leadership and the teacher's concept in implementing the independent learning curriculum. This research can be used as a basis for further research by looking at variables as a support for the implementation of the independent learning curriculum.

4. CONCLUSION

The basic finding of this research is the urgency of implementing the independent learning curriculum in schools. This research also found that there are dimensions of concept and leadership that must continue to be developed in the implementation of the independent learning curriculum, models and methods for using digitalization must continue to be provided with debriefing. It was also found from the results of interviews and surveys that teachers become driving teachers in the learning implementation process which requires teachers to have good concepts and leadership. It was also found that the implementation of an independent curriculum by answering strongly agree continues to be carried out among junior high schools.

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