



The Principal's Leadership Role in Implementation of the Independent Curriculum in Elementary School

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ABSTRAK

Kebijakan pemerintah akan kurikulum merdeka masih menjadi tantangan bagi setiap tenaga kependidikan khususnya di sekolah dasar, maka dari itu penting sekali peran kepemimpinan dari seorang kepala sekolah dalam melaksanakannya. Penelitian ini bertujuan untuk menganalisis peran kepemimpinan kepala sekolah dalam implementasi pelaksanaan kurikulum merdeka di Sekolah Dasar Negeri Harjowinangun 2. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain fenomenologi. Teknik pengumpulan data dalam penelitian ini yaitu wawancara, observasi dan dokumentasi. Pengujian keabsahan menggunakan teknik triangulasi sumber data dan metode. Analisis data yang digunakan adalah model interaktif Miles dan Huberman. Hasil dari penelitian ini adalah kepala sekolah berperan sebagai pemimpin dalam pelaksanaan program, manager dalam mengatur dan bertanggung jawab akan kolaborasi program yang akan dijalankan baik dari aspek pembelajaran maupun project penguatan profil pelajar pancasila. Kepala sekolah juga berperan sebagai motivator terbesar yang dapat mempengaruhi dan mendorong guru beserta peserta didik dalam meningkatkan intelektualitas dan skill yang dimiliki melalui teladan yang baik demi mewujudkan kesuksesan implementasi kurikulum merdeka. Melalui kepemimpinan dan peran kepala sekolah serta kerjasama yang baik dengan guru dan pemangku kepentingan lainnya, implementasi kurikulum merdeka dapat berjalan sukses.

ABSTRACT

The government's policy of an independent curriculum still needs to be revised for every education staff, especially in elementary schools. Therefore it is essential that the leadership role of a school principal is to carry it out. This study aims to analyze the principal's leadership role in implementing the independent curriculum at Harjowinangun 2 Public Elementary School. This research uses a descriptive qualitative approach with a phenomenological design. Data collection techniques in this study are interviews, observation, and documentation. They are testing the validity of using triangulation techniques of data sources and methods. The data analysis used is Miles and Huberman's interactive model. The results of this study show that the principal acts as a leader in program implementation and a manager in managing and is responsible for program collaboration that will be carried out both from the learning aspect and the project to strengthen the Pancasila student profile. The principal is the most significant motivator who can influence and encourage teachers and students to improve their intellect and skills through good role models to implement the independent curriculum successfully. The implementation of the independent curriculum can be successful through the leadership and role of the principal and good cooperation with teachers and other stakeholders.

1. INTRODUCTION

Government policies toward curriculum changes are inevitable, and school principals and teachers must make many adjustments. Therefore, the role of the school principal is crucial in adjusting and changing the curriculum for himself, the teacher, and the school (Dery, 2021; Lukman et al., 2020). The school principal is the key to the success of the quality of education in his school. So school principals must prepare all efforts in compiling a curriculum that suits the needs of their students in order to improve the quality of education in their schools (Badriyati & Usman, 2020; Mukhlisin, 2021). The

principal acts as a supervisor and a transformational leader in his educational institution (Arokiasamy et al., 2015; Evy Ramadina, 2021). Therefore, he is responsible for assisting educators and education staff in improving the quality of education in schools. In implementing the independent learning curriculum, the principal is a driving force in the student-centered learning process and provides freedom of teaching to educators and their education staff. The principal is also one of the movers for human resources within the scope of the school. The role of the school principal greatly influences the school's progress and the development of human resources in the school (Agustina et al., 2020; Wati et al., 2022). In addition, the role of the school principal is influential in fulfilling the future needs of educators and students to be actively creative and innovative to discover their full potential so that independent learning will be created (Angga & Sofyan, 2022; Ramos-Pla et al., 2021).

The school principal's leadership determines the realization of independent learning and good quality education in his duties. Leadership is a behavior that occurs when a person interacts and participates with the environment to achieve his life goals (Hastuti et al., 2020; Ismail et al., 2021). Leadership requires people who can move the wheels of the organization in a certain way to achieve the goals set by the organization. These skills influence, persuade, motivate, direct and coerce. In the Independent Curriculum, what is expected from leadership is the principal who contributes in collaborative situations (Cunningham et al., 2022; Navaridas-Nalda et al., 2020). Because school principals are leaders who have the skills and abilities to implement in-depth strategies to improve the quality of education (Kaso et al., 2021; Syafrizal, 2017). So that the school principal plays an essential role in determining the implementation of learning and selecting and determining the curriculum implemented in the school (Akmaluddin & Siburian, 2018; Angga & Sofyan, 2022).

In curriculum implementation, principals of primary schools take the role of monitoring or monitoring their teachers through direct teacher observation, monitoring student achievement with teachers, providing resources for teachers to find additional material, developing staff and supporting interdisciplinary units, providing professional growth for teachers, observing good practice, evaluating teacher performance, and by keeping teachers aware of alternative learning strategies to meet students' needs (Chan et al., 2022; Şemin, 2019). The establishment of an independent curriculum is a systematization in a series of national education systems in Indonesia, as stated (Hockings et al., 2018; Yamin & Syahrir, 2020). "That systematization aims to welcome change and progress of the nation so that it can adapt to global changes". The independent Curriculum is a curriculum for recovery due to a pandemic. the application of the Curriculum in the context of learning recovery is full support for improving the Curriculum in Indonesia in realizing a developed Indonesia that is sovereign, independent, and sympathetic. By creating students through Pancasila students who are critical, creative, independent, faithful, devoted to God Almighty, and have a noble character, collaborate and gain global diversity through the implementation of an independent curriculum.

However, this global change is not necessarily easy to realize. There are still many schools that still need to be able to implement an independent curriculum because many factors become obstacles to its implementation. In the case study, that in the SD studied there were many obstacles experienced by teachers in implementing the independent curriculum, namely literacy was still low because access to literacy was still uneven, lack of technology literacy, the low skills possessed by the teacher, and the difficulty of managing time in the new era of learning (Sasmita & Darmansyah, 2022). To this research, many teachers still need to be able to update and keep up with the times. Their view of the new curriculum is still shallow. In addition, teachers need to follow the development of skills and technological literacy so that they will be included in education today.

The school principal, as the person in charge of the school and also the mobilizer, must pay full attention to this problem to arouse the enthusiasm of the teachers to develop, but not all school principals have the thought of developing their skills and knowledge (Arokiasamy et al., 2015; Ismail et al., 2021; Lukman et al., 2020). In contrast to SDN Harjowinangun 2, when this school was determined to be the driving school for the selection made by the school principal. The principal succeeded in carrying out his leadership role in implementing the Independent Curriculum at SDN Harjowinangun 2. The principal continually upgrades his skills and knowledge through various training and workshops. Besides that, he also attends various seminars and training regarding the development of an independent curriculum so that he can understand the roots of the curriculum. Independent. So that he understands and can implement the independent curriculum in his school. He created a perfect strategy to invite his teachers to develop together in implementing the independent curriculum to improve the quality of his school.

From this explanation, the difference between this research and previous research lies in the subject matter and different research focus. In contrast, previous research only discussed the role of the principal in implementing the independent curriculum in general. Whereas in this study, the intended focus explicitly discusses the role of the principal of Harjowinangun 2 Public Elementary School in the

independent curriculum from the planning, implementation, and evaluation stages. Therefore, this research describes the school principal's leadership role in implementing the independent curriculum at SDN Harjowinangun 2. As a viewpoint for other prospective educators, those who have become school principals will become principals and teachers who will contribute to realizing the quality of school education with an independent curriculum. For this reason, the study aims to analyze and describe the principal's leadership and the principal's role in implementing the independent curriculum at SD N Harjowinangun 2 Dempet.

2. METHOD

This qualitative research model intends to understand the phenomenon experienced by research subjects, for example, behavior, perceptions, motivation, actions, and others. In a qualitative approach, research demands honesty and accuracy in observing and recording a process and activity that has an impact on reality and analyzing it in a meaningful whole; patience, honesty, tenacity, strength, and sincerity of research are crucial in a qualitative research approach. While this research design is descriptive phenomenology, a phenomenon is present in the context of qualitative research. Phenomenological research focuses on exploring, understanding, and interpreting the meaning of phenomena, events, and their relationships with ordinary people in certain situations (Yusuf, 2014). In this study, researchers will analyze the leadership role of the school principal towards the stages of implementing the independent curriculum at SD N Harjowinangun 2, Dempet District, Demak Regency, Central Java. Data sources used are the results of documents, interview results, field notes, and observations.

Table 1. Research Instrumen

Aspect	Research indicators
Principal Leadership	<ol style="list-style-type: none"> 1. Vision and Mission 2. Principles 3. Motivation 4. Change 5. Facilities and Infrastructure 6. Learning Quality 7. Cooperation 8. Barriers 9. Handling
The role of the principal in Implementation	<ol style="list-style-type: none"> 1. Planning Stages
Implementation of the Independent Curriculum	<ol style="list-style-type: none"> 2. Stages of Implementation 3. Evaluation Stage

The subjects in this study were the principal of Harjowinangun 2 Public Elementary School as the primary informant and 2 class teachers, namely grade 1 and 5 teachers of Harjowinangun 2 Public Elementary School as class teachers implementing the independent curriculum in the research to be carried out in fulfilling the data. Data collection techniques in this study were interviews, observation, and documentation methods. In order to obtain valid data, the researcher uses triangulation techniques of data sources and methods. Triangulation is not aimed at finding the truth but at increasing the researcher's understanding of the data and facts they have (Sugiyono, 2013). This method of triangulation is carried out using interviews and then followed by observation to obtain the same information. Qualitative data analysis includes data collection activities, data reduction, data presentation, and conclusions of research results (Rijali, 2019). This research will use data analysis techniques with Miles and Huberman's interactive model. This model starts from collecting raw data, displaying data, reducing data, and ending with verification and conclusion of data.

3. RESULT AND DISCUSSION

Result

An independent curriculum is still an option for every school so that ready schools can implement it. The goal is to give the principal and teachers time to study it first. The criteria for schools that can implement the independent curriculum are schools that are ready to implement it by filling in the registration and data collection links through a survey. However, unlike SD N Harjowinangun 2, this

school implemented an independent curriculum in 2021 through the selection of Mobilizing Schools conducted by the school principal in 2020.

The school is located in Wedean Hamlet, Harjowinangun Village RT 01 RW 11, Kecamatan Dempet, Demak Regency, Central Java has the goal of realizing advanced Indonesian education that is sovereign, independent and has personality through the creation of Pancasila Students. Harjowinangun 2 Public Elementary School's vision is "The realization of intelligent, independent, and characterized human beings". To realize this vision, the school describes the school's mission as follows: first, creating creative, fun, and quality learning. Second, developing achievements according to the interests and talents of students, and third, fostering student independence. Fourth, building a school environment that is tolerant, mutually respectful, and works together. Furthermore, fifth, Fostering and growing artistic and cultural values among students. With the goals, vision, and mission of the school. The principal adheres to the principle of "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayani. The principal also uses this principle in motivating all fellow teachers to realize the vision and mission of the school.

The goals, vision, and mission of SD Harjowinangun 2 are constantly developing along with the implementation of the independent curriculum. The impact is that many changes have occurred in terms of facilities, infrastructure, and learning quality. Initially, teachers found it challenging to implement the independent curriculum because they needed to understand how the 2013 curriculum differed from the independent curriculum in its implementation. However, with the school principal's guidance, the teacher can implement the independent curriculum slowly by presenting independent learning for students in learning. Implementing the independent curriculum led this school to make changes to develop. One of the significant changes can be seen in the facilities and infrastructure owned by the school. The following facilities and infrastructure before and after leadership in the independent curriculum are presented in [Figure 1](#).



Figure 1. Before and After the Independent Curriculum Leadership

The quality of learning is also getting better. The application of learning differentiation can assist teachers in understanding each student's learning character. So, student achievement increases with a learning system according to their interests and talents. In addition to academic achievement, schools also facilitate and fully support non-academic activities that can support school quality and improve student abilities and achievements. Some of these non-academic activities are carried out in extracurricular activities such as table tennis, volleyball, soccer, takraw, and badminton. However, several other non-academic activities are also realized in competition preparation training, such as speeches, singing, scouting, and many others. It was not only carried out by students but also attended by school principals and teachers, as was just carried out that the school principal won in singles tennis and group volleyball competitions. Significant changes will only happen with good cooperation from all parties. Here the role of the principal is crucial as a bridge between teachers with one another. In addition to collaborating with teachers, this school collaborates with several parties, such as the social service, education office, environmental service, police, health center, village government, and the local community. During the implementation of this curriculum, many obstacles were passed, namely the teacher's personal problems, the implementation of learning, and the collaboration that was established. As a manager, the principal can deal with this problem through a personal approach to teachers and joint evaluation.

The results of the principal's leadership role in implementing the independent curriculum, which includes the planning, implementation, and evaluation stages. First, education Unit Operational Curriculum Planning (KOSP). The principal and teachers developed the KOSP based on the results of the analysis and reflection carried out together. The teachers and the principal also empowered all

stakeholders to discuss the analysis of school needs to improve the quality of education. Second, planning the flow of learning objectives. The school principal and teachers made improvements to the flow of learning objectives provided by the Ministry of Education and Culture by adjusting the needs of students. Third, lesson planning and Assessment. The school principal overhauled the examples of lesson plans and assessments provided by the Ministry of Education and Culture based on the needs of students. Fourth, Use and Development of teaching devices. The teacher combines various teaching tools according to the local context and the needs of students. However, the school principal strictly forbids using LKS as the primary teaching tool in learning. Therefore she gives teachers the freedom to combine various teaching tools through modifications to the teaching modules. Fifth, project planning to strengthen Pancasila student profile (P5). SD N Harjowinangun 2 adjusted the project module provided by the Ministry of Education and Culture by adjusting students' local context, needs, and interests.

Sixth, implementation of a project to strengthen the profile of Pancasila students. Following the previous P5 planning, the school implemented a project to strengthen the Pancasila profile, as the Ministry of Education and Culture recommended. The project that is carried out begins by identifying the number of student initiatives and will then be facilitated by the school principal and teacher facilitators from partners. The following is the P5 program that has been running at SD N Harjowinangun 2: 1) The habit of praying together in the prayer room, namely the obligatory midday prayer and midday prayer so that students are obedient in worshipping not only at home, 2) Habituation to Smile, greet, greeting polite, polite or called 5S, 3) The habit of praying, reading Asmaul Husna together, and singing Indonesia Raya songs and Pancasila profiles in the field every morning, 4) Gymnastics in the morning every Saturday, 5) Breakfast together by bringing provisions from home, 6) Literacy Habits are carried out every morning in the reading corner in each class and in the library, 7) Compulsory memorization of short surahs on the Al-Qur'an or juz 30 for all students. This memorization will be billed during class promotion for grade 1, memorizing four letters and their multiples for the next grade level, 8) Market Day every Saturday. Market day is a day when students take turns bringing food to sell at school with the aim that students can have an entrepreneurial spirit, habituation of caring for plants as P5 in local wisdom adapted to the area and related to health programs.

Seventh, application of learner-centered learning. Learning at SD N Harjowinangun 2 runs according to the provisions of the independent curriculum, namely differentiated learning, by differentiating each lesson based on content, process, and product. The teacher differentiates learning methods according to students' needs, achievements, and interests. The teacher acts more as a facilitator by allowing students to choose and be responsible for their learning process independently. Eighth, integration of Assessment in learning. So that students can achieve learning goals, the teacher makes adjustments during the learning process. The teacher conducts formative assessments at the beginning of learning, and the results are used to design differentiated learning according to the stage of achievement of the students. Ninth, learning according to the learning stage of students. Even though the learning objectives in each class still adopt and modify the PMM (Independence Teaching Platform), the objectives will still be adjusted to the character of each class. The teacher has implemented differentiated learning, where the teacher will use a method appropriate to the student's stage of achievement. The teacher will differentiate the content in the material provided for each student according to their achievements. Apart from that, the teacher will facilitate different processes and products for each student according to their interests.

Tenth, collaboration between teachers for curriculum and learning purposes. Since the beginning of the independent curriculum, teachers have always collaborated to improve learning in the new curriculum. The principal always conducts a reflection once a week for all classes so that the principal can find out the achievements and obstacles experienced by each teacher in implementing learning in the independent curriculum. Collaboration between teachers is also realized in peer tutors so that teachers who already understand learning in the independent curriculum can share their knowledge. In addition, the school principal will also help if IHT is needed for further understanding. Eleventh, collaboration with parents / family in learning. Principals always hold socialization at the beginning of the semester to convey learning objectives and learning programs that will run while their children are in school. The goal is for parents to contribute to educating and supervising any developments experienced by their children.

Other collaborations have also been realized in the implementation of P5. Twelfth, collaboration with society/community/industry. The school principal tries to find opportunities through agreements or MOU (Memorandum of Understanding) with stakeholders to improve the quality of schools in the successful implementation of the independent curriculum. Following are some of the MOUs entered into by SD N Harjowinangun 2: Principals collaborate with the Education Office in the context of providing Chromebooks to improve the quality of learning; The school principal cooperates with the Environment Service to create shady and healthy schools by providing trees and plants. The aim is to provide learning

comfort in the school environment and as a learning resource for the learning process; The school principal cooperates with the Office of Education and Regional Government in repairing and adding buildings to support learning. The school principal cooperates with the village administration in providing hand washing stations in each class. Thirteenth, reflection, evaluation, and improvement of the quality of curriculum implementation. The principal conducts reflection and evaluation of learning in implementing the independent curriculum with all teachers. The results of reflection on experiences and perceptions and report card data from teachers will be discussed together so that collaboration can be determined to carry out learning planning in the new semester or the following academic year based on the results of reflection and evaluation.

Discussion

SD N Harjowinangun 2 has been successful in implementing the independent curriculum. This success can be seen in achieving the school's goals, vision, and mission. To realize this vision and mission, the principal adheres to the principle of *ki Hajar Dewantara* namely "*Ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani*". *Ing Ngarso Sung Tulodho* means that the principal, as a leader at the front, must be a good role model for his teachers. *Ing Madyo Mangun Karso* means that the leader must be able to match and foster enthusiasm or motivate all of his teachers. Meanwhile, *Tut Wuri Handayani* means that the leader at the back must support and give confidence to his teacher to show his abilities (Marliani & Djadjuli, 2019).

Principals are leaders with skills and abilities that are implemented as a deep strategy to improve the quality of education (Cunningham et al., 2022; Hastuti et al., 2020; Syafrizal, 2017). Therefore, the principal of SD N Harjowinangun 2 uses a unique strategy: setting a good role model through discipline at work, moving fast in every job, doing things with heart, working selflessly, and learning lifelong. The school principal begins to foster teacher enthusiasm and motivation by setting a good example, such as always participating in workshops and training so that he can become a resource person for various activities, one of which is as a resource person for the Implementation of the Independent Curriculum (IKM). With good leadership, motivation by the principal has a good influence on teachers (Kaso et al., 2021; Navaridas-Nalda et al., 2020). Leadership is getting individuals or groups to do something voluntarily to achieve the desired goals (Ababil, 2020; Ismail et al., 2021). Educational leadership is the ability to influence, coordinate and mobilize other people involved in the implementation and development of education so that educational or school goals can be achieved effectively and efficiently (Hastuti et al., 2020; Navaridas-Nalda et al., 2020). Achieving school goals effectively and efficiently requires effective leadership from the school principal. Indicators of effective school leadership include: First, a clear vision and the ability to encourage all school members to implement it. Second, have high expectations of student performance and the entire school's performance. Third, programming and providing positive and constructive feedback. Fourth, promoting efficient use of time. Fifth, access to Learning Resources. Sixth, monitor student progress both individually and in groups. Seventh, continuous evaluation and improvement.

In implementing leadership, leaders influence and direct and mobilize all team members to strengthen the organizational resources they lead to achieve organizational goals (Akmaluddin & Siburian, 2018; Kaso et al., 2021; Minsih et al., 2019). The leadership implemented by the principal brings significant changes to the quality of the school. This change is an effort made by the school principal to increase school effectiveness through the level of achievement of predetermined goals (Riani & Ain, 2022; Sahara, 2020; Şemin, 2019). The principal plays an essential role in the school. One of the roles and positions of the principal is a determinant of the policy direction for implementing school education. The quality of teaching in schools depends on the ability of the principal to lead the school. In managing school learning, school leaders have the task of developing school management, staffing arrangements, teachers, students, and school facilities. Specifically, how can the facilities and infrastructure needed by schools be developed or provided to support the implementation of education (Angga & Sofyan, 2022; Elpisah & Hartini, 2019).

Significant changes can be seen from the growing infrastructure of SD N Harjowinangun 2. At the beginning of the leadership, the mosque building still looked unkempt, and the library was not used. However, in the leadership of the independent curriculum, it can be seen that the building has started to be repaired and started to be used in accordance with its functions, such as a prayer room for student character-strengthening activities, the library is used as student literacy, and other improvements to support the convenience of learning. These improvements include adding toilets, handwashing stations, and planting trees in each class. Hence, the school looks shady and feels relaxed and comfortable for learning activities and outside of learning. The development of existing facilities and infrastructure can improve the quality of learning according to the ongoing independent curriculum (Ramandanu, 2019);

Romlah & Sagala, 2022). The learning process in the independent curriculum frees students to learn according to their interests and talents, so the teacher provides many strategies to help students learn.

The implementation of the independent curriculum at SD N Harjowinangun 2 has been going on for almost two years since it was initially established as if it were a driving school. The exciting thing about the independent curriculum is that learning activities are carried out according to student achievement. School activities are not generalized, but the level of students must be adjusted. So that learning is more flexible according to the ability of students. The benefits of the independent curriculum focus on the essence and developing students' skills in their own phase so that students can learn more deeply and meaningfully and have fun, not in a hurry. Learning is far more meaningful and interactive through project activities to give students wider opportunities to actively explore real-world issues such as environment, health, and other issues to support character building and knowledge of the Pancasila profile (Baharuddin, 2021; Manalu et al., 2022). The success of implementing the independent curriculum is close to the principal's leadership role in the stages of implementing the independent curriculum. There are three stages of implementing the independent curriculum: the planning stage, the implementation stage, and the evaluation stage (Sasmita & Darmansyah, 2022; Waruwu et al., 2022). Each stage of implementing the independent curriculum has its own aspects. The independent curriculum at SD Harjowinanguun 2 is successful because the principal has a big hand in implementing the independent curriculum. The independent curriculum implementation stages consist of planning stages, implementation stages, and evaluation stages.

At the planning stage, several aspects are prepared, including the KOSP plan prepared by the school and stakeholders. At the planning stage of the flow of learning objectives and assessments in school learning, they reformed what had been provided by the Ministry of Education and Culture and adapted it to the needs of students. At this stage, the principal and the teacher carry out the perception equation in the lesson planning and assessment, and development of the tools. An independent curriculum gives freedom to students to be able to learn as much as possible. Therefore teachers must implement an innovative learning process (Evy Ramadina, 2021; Manalu et al., 2022). To prepare teachers' abilities in learning design and assessment, the principal holds In-House Training (IHT) to equalize perceptions with the teachers, whether filled by the principal for being a resource person for IKM or bringing in other competent resource persons in the field needed. In addition to preparing learning plans, teachers must also design how P5 will be implemented in activities that take place at school. Ideally, learning not only focuses on developing cognitive aspects but also aims to develop the affective aspects of students (Pertiwi et al., 2022; Sukitman & Ridwan, 2016). So that the Ministry of Education and Culture requires every school to carry out a project to strengthen the Pancasila student profile or P5. Schools strive for all programs for P5, which are designed to make good habituation for students after moving to the next level of education. Therefore, the school involved ideas from students in implementing the Pancasila Student Profile Strengthening Project.

The next stage is the implementation stage. The school principal held a large meeting to prepare the operational curriculum and programs that would be carried out during the implementation of the independent curriculum, following the provisions in the independent curriculum that schools make differentiation in their learning. Habituation that has been running for one year will be actualized in an actor in collaboration with the coconut school, teacher, and facilitator from partners. As befits a festival, in this activity, students are given the freedom to appear according to their interests and talents, such as singing, speech, dancing, and other talents. In addition, there are also entrepreneurship activities that the students themselves handle. Even though preparing goods or food to be sold requires cooperation with parents, students are still given full responsibility in the entrepreneurial process. Habituation carried out at SD N Harjowinangun 2 aims to create students who are intellectual and have good character. This is an embodiment that education aims to create human beings who are moral, dignified, have good character, are competent, and have values that reflect human beings as human beings (Sukitman & Ridwan, 2016). At the implementation stage, the principal and teachers complete the programs compiled and actualize good practices. The school principal presents "APEL KOPEK" (Take Opportunities, Collaborate with Stakeholders) as a guide to good practice.

Furthermore, at the evaluation stage, the head has a role in reflecting on all programs running and making follow-up plans for future programs. At this stage, the principal holds a meeting to accommodate all the teacher's complaints and obstacles experienced. Principals and teachers reflect on programs that are already running well or that need improvement. The analysis results through joint evaluation will be used as material for discussion so that they can determine improvements and collaboration for planning the learning process in the new school year.

4. CONCLUSION

The leadership role of a school principal greatly influences the implementation of the independent curriculum, which is a new curriculum. In implementing the independent curriculum at SD N Harjowinangun 2, the principal has an important position or role in leading, managing, and being responsible for the programs and collaborations that run in his school. The school principal also acts as the most influential motivator to become an encouraging figure for teachers and their students when carrying out the learning process with the new curriculum. Learning with the new curriculum. The entire program has been successful because of the excellent leadership of the school principal.

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