



Policy Analysis of School Principals in Preparing the Implementation of the Independent Learning Curriculum in Elementary Schools (Ep 7: Driving School Program)

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ABSTRACT

As a leader in an educational institution, the principal is one of the determining factors that can encourage schools to realize the vision, mission, goals, and objectives through various programs that are implemented in a planned manner. Therefore, this study will analyze the principal's policy in preparing for the implementation of the independent curriculum at Palembang 104 Public Elementary School and what efforts are made by the principal to make it easier for teachers to develop and apply the independent curriculum. This study used a qualitative research method based on field research or field research. The research was conducted at SDN 104 Palembang and the research objects were the principal and teachers. The obstacles to preparing for the implementation of the independent curriculum, such as inadequate facilities, teacher readiness, and education regarding the independent curriculum for teachers. Regarding the statement from the Ministry of Education and Culture that SDN 104 Palembang does not have to wait for all the teachers to be ready, because its implementation in elementary schools is only recommended for grades 1 and 4. The facilities are not difficult, schools and parents can take part in determining the material to be focused on students, and parents can help if such facilities are not available at school.

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1. INTRODUCTION

Changes and improvements in the education sector are visible in the development or renewal of the education curriculum. These changes were made to improve the quality of education. The curriculum has always changed in every period, and not even a few argue that the adjustment of this curriculum program is related to changes and adjustments with the government. Indonesia, which is a developing country, always experiences curriculum changes and developments. Regarding the Indonesian curriculum, it underwent changes and changes in the curriculum at least ten times including Lesson Plans in 1947, Curriculum in 1952, 1964, 1968, 1975/1976, 1984, and 1994, competency-based curriculum. 2002/2004, the 2006 Education Unit Level Curriculum, and the 2013 curriculum, until now the Freedom to learn the curriculum (Achmad et al., 2022).

Curriculum development policies reflect how the quality of education of a nation as Indriyanto said that "curriculum development is an educational quality policy intervention because the curriculum is part of the software for ongoing effective teaching and learning activities" (Daga, 2020).

The government gives flexibility to educational units in choosing the curriculum to be implemented (Mulyono and Sulistyani, 2022). Three curriculum options made by the Ministry of Education and Culture related to the restoration of learning include the full 2013 curriculum, the emergency curriculum (the simplified 2013 curriculum), and the independent curriculum (Rachmawati et al., 2022; Rosmana et al., 2022). Freedom in choosing a curriculum provides flexibility for educational units in determining which curriculum is more appropriate to the conditions and situations of each school. By providing curriculum choices, the government can also give the government time to conduct socialization and training for teachers, principals, and school supervisors. This socialization and training can provide a holistic understanding of why the curriculum always adapts to conditions and situations (Sabariah et al., 2022). As stated in the Minister of Education and Culture Decree No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the framework of Recovery of Learning which was later perfected by the Ministry of Education and Culture Decree No. 262 of 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery, the SD/MI curriculum/other forms refer to the Independent Curriculum that has been established by the government or refers in the structure of the SD/MI/other forms of the curriculum which consists of intra-curricular learning and projects to strengthen the Pancasila student profile (P5) which are allocated with around 20% of the total JP per year (Zahir et al., 2022).

Leader policies in schools usually have the highest authority and power in carrying out organizational activities. Principals play an active role in bringing about changes in educational institutions for the better by influencing all components of education such as teachers, students, and the community (Fitrah, 2017). So that the education system must be able to guarantee equity in improving quality as well as relevance and efficiency in education management so that it can face challenges following the demands of life in society. Principals are required to be actively involved in the process of developing all school personnel and also in developing the learning process (Purwanti et al., 2014). The principal determines the implementation of the curriculum in his school because the principal has the authority to make decisions and of course, based on the approval of the education office (Amon and Harliansyah, 2022). The condition of the school that has not yet allowed the implementation of the independent curriculum has made SDN 104 Palembang still apply the

2013 curriculum, and it is hoped that the principal and teachers will be able to apply the independent curriculum. There were obstacles in preparing for the implementation of the independent curriculum, but the school principal continued to strive so that the independent curriculum could be implemented at SDN 104 Palembang.

This research will discuss what obstacles exist in SD Negeri 104 Palembang in the process of implementing the independent curriculum and what efforts have been made by the principal in preparing for the implementation of the independent curriculum.

The policy is an action taken by certain people in solving the problems they face and creating a new situation. For example, in the matter of education in preparing students to be able to face the future and the challenges of the times (Utami and Nasution, 2020). In improving the quality of education, every institution must have a quality system which is a form of school principal policy that has professional competence. Policy in improving the quality of education is a very dynamic policy because the policy will never stop at one particular policy point (Utami and Nasution, 2020).

The leadership role of the school principal in driving the school organization greatly determines the success of achieving the goals of the organization he leads. The principal is a teacher who is entrusted with leading the school by empowering all components of the school so that educational goals can be implemented and achieved following the expected goals (Muspawi, 2022; Purwanti et al., 2014). Harman in Fattah defines policy as an implicit or explicit specification of a set of action objectives that are followed or must be followed that are related to the introduction of important problems or issues and instructions for achieving the desired goals (Mahanggi et al., 2014). The principal as a manager and leader is responsible for translating and implementing national education policies set by the government (Taufan and Mazhud, 2016).

Need to be observed by the principle in making new policies is to create new conditions. A new policy is the creation of a new state of routine that is likely to be rejected by school personnel. Therefore, it is necessary to involve school personnel in making and implementing new school policies so that there is a learning process and commitment to the success of the policy in improving school quality. (Taufan and Mazhud, 2016) As a leader in an educational institution, the principal is one of the determining factors that can encourage schools to realize the vision, mission, goals, and objectives through various programs that are implemented in a planned manner (Akbar et al., 2022).

The principle is one of the components of education that has the most role in improving the quality of education. For this reason, the principal must know the tasks that must be carried out. As for the duties of the principal, as stated by Wahjosumidjo, the principal works with and through other people. The principal acts as a channel of communication in the school environment. 1) the principal is responsible and accountable. The principal acts and is responsible for all actions taken by subordinates. Actions committed by teachers, students, staff, and parents of students cannot be separated from the responsibility of the school principal; 2) With limited time and resources, a school principal must be able to deal with various problems. With all these limitations, a school principal must be able to arrange assignments quickly and be able to prioritize if there is a conflict between the interests of subordinates and the interests of the school; 3) the principal must think analytically and conceptually, the principal must be able to solve problems through analysis, then solve the problem with a feasible solution. And must be able to see each task as an interrelated whole; 4) the principal is a mediator or intermediary. In the school environment as an organization, it consists of people who have different backgrounds which can cause conflict, and for that, the principal must mediate in the conflict; 5) the principal of the school is a

politician. Principals must be able to build cooperative relationships through persuasion and compromise approaches. The political role of the school principal can develop effectively, if: a) the principle of a network of mutual understanding's obligations can be developed, forming alliances or coalitions, such as professional organizations, OSIS, BP3, and so on; b) the creation of cooperation (cooperation) with various parties, so that various kinds of activities can be carried out (Akbar et al., 2022).

The principal is someone who is at the forefront of efforts to educate the nation. The principal is the spearhead in the success or failure of an educational unit he leads (Manurung and Sibuea, 2021; Yunus, 2020).

The independent learning curriculum is the decision of the Ministry of Education and Culture to have designed this prototype curriculum so that it can encourage learning according to student's abilities. This curriculum is expected to provide a wider space for the development of character and basic competencies. Based on the Exposure of the Ministry of Education and Culture (Sabariah et al., 2022). Through ongoing curriculum development, one of the answers is to fulfill the required competencies. Curriculum improvement from the 2013 curriculum to the independent curriculum is a careful step in addressing this. The independent learning curriculum is specifically designed to give the right to learn independently (Inayati, 2022).

Based on confirmation from the Director General of Teachers and Education Personnel of the Ministry of Education and Culture Supriano, the essence of the independent learning policy according to Nadiem includes provisions that must be met in the competence of student achievement through learning that they go through to comply with the law. The interpretation given is following the assessment of the school or teacher, where the teacher is closer to the students and more familiar with the culture of learning needs that apply in the area where the teacher and students are located (Andiani et al., 2020).

In the prototype curriculum structure, 20–30% of lesson hours will be used to develop the Pancasila Student Profile character through project-based learning. Project-based learning is important for character development. It can be said that, because project-based learning can support the learning process obtained through experience (experiential learning), this learning can integrate the essential competencies that students learn from various disciplines and the structure of learning that is carried out can be flexible (Sabariah et al., 2022).

The independent learning curriculum has one program, namely the driving school program. The Mobilizing School Program is a collaboration between the Ministry of Education and Culture and local governments where the commitment of the local government is the main key. The interventions carried out will be applied holistically, starting from school human resources, learning, planning, digitalization, and local government assistance. The scope of the Mobilization School Program covers all categories of schools, both public and private; and mentoring will be carried out for three academic years and then the school will continue its transformation efforts independently. The big goal of this program is then to be integrated with the ecosystem so that all schools in Indonesia can become driving schools. "In driving schools, there is no such thing as a superior school, no one changes inputs, but changes the learning process and increases human.

2. METHODS

This research is subjective. The object of research is field research (Field Research). This research methodology is context-oriented research. Data collection techniques used are

observation, interviews, and documentation. The subjects in this study were the principal and teachers. The main data source in this research is the principal's policy in preparing for the implementation of the independent curriculum at SD Negeri 104 Palembang, the research method uses qualitative research techniques.

3. RESULTS AND DISCUSSION

3.1. Principal Policy in Preparing for the Implementation of the Independent Curriculum at SD Negeri 104 Palembang

State Elementary School 104 Palembang is located in Perumnas Sako, in the multi-vehicle complex, Palembang. The curriculum that is being implemented is the 2013 curriculum and the government provides flexibility for educational units in choosing the curriculum to be implemented. Three curriculum options made by the Ministry of Education and Culture related to the restoration of learning include the full 2013 curriculum, the emergency curriculum (the simplified 2013 curriculum), and the independent curriculum (Rachmawati et al., 2022). Freedom in choosing a curriculum provides flexibility for educational units in determining which curriculum is more appropriate to the conditions and situations of each school (Kemdikbudristek Exposure, 2021a). By providing curriculum choices, the government can also give the government time to conduct socialization and training for teachers, principals, and school supervisors. Socialization and training are important to do because it affects the achievement of the curriculum. This socialization and training can provide a holistic understanding of why the curriculum always adapts to conditions and situations (Sabariah et al., 2022).

The school principal has the right to determine the curriculum implemented in SD Negeri 104 Palembang. Due to conditions that were not yet possible to implement the independent curriculum, the principal decided to continue using the 2013 curriculum in the odd semester and try out the independent curriculum in the even semester. In addition to inadequate learning systems and school facilities, teachers are also not ready to implement an independent curriculum.

Based on the suggestion from the Ministry of Education and Culture and Research and Technology that schools should implement an independent curriculum in the new school year or odd semesters. Because the initial learning starts in the odd semester, not in the even semester.

SD N 104 Palembang refers to one of the independent learning programs, namely the driving school program. The school principal has registered SDN 104 Palembang to become part of the driving school. This is an effort made by the principal in optimizing the implementation of the independent curriculum.

Becoming a driving school is a hope for SDN 104 Palembang and also an advantage. However, if the driving school program has not been implemented, it does not mean that SDN 104 Palembang has not been able to apply the independent curriculum in the new academic semester.

3.2. Obstacles to Implementing the Independent Curriculum at SD Negeri 104 Palembang

The obstacles in implementing the independent curriculum at SD Negeri 104 Palembang are:

1) Inadequate facilities.

The facilities at SD Negeri 104 Palembang are a concern in preparing for the implementation of the independent curriculum. For example, the textbooks in SDN 104

Palembang are still thematic books and the subject books are only one unit, such as Science, Social Studies, Mathematics, and other textbooks, which are old books and have not been upgraded. According to the principal and teacher, if the version of the book used is still the old version, it will not upgrade students' knowledge. Therefore, it is necessary to update teaching materials for the implementation of the new curriculum as well.

The independent curriculum is more about learning that involves something real for students to see and observe as an example, so facilities that are not so good are not an obstacle because the learning process can take place outside the classroom or outside the school such as in museums, zoos, or in other places that can be directly observed by students when studying.

2) The teacher isn't ready.

Teacher readiness is also very important in preparing for curriculum implementation, if the principal decides to implement an independent curriculum but the teacher is not ready, then the implementation of learning in the school will not be effective. Of the 40 teachers, only 3 have participated in the socialization of the independent curriculum from the provincial government. Because these 3 people were representatives of all teachers at SDN 104 Palembang and each school also sent a delegation from their school. Therefore the teacher is not ready to implement an independent curriculum because this will have an impact on students.

The readiness of the teacher in preparation for implementing the independent curriculum, if you wait for the teacher to be ready, it will not be implemented. 3 people who have previously attended the training can be the beginning of implementing the independent curriculum. The independent curriculum does not have to be applied immediately in all grades 1 to 6, it can be started from grade 4 first. The 3 teachers can collaborate in preparing the implementation of the independent curriculum in grade 4. Discuss with parents, which material should be the focus of a lesson that they think is most important for students to know, this can be discussed when there is the material that requires students to study outside the classroom, for example, the zoo. Teachers and parents can discuss how good it is, whether there will be a fee to go to the zoo, or one of the parents will voluntarily lend his car to be used for traveling for the benefit of the students.

3) Lack of education about the independent curriculum to teachers.

As explained above, only 3 teachers participated in the socialization of the independent curriculum. And with socialization online, quotas are limited and teachers have to scramble to register, bearing in mind that there are teachers at SD Negeri 104 Palembang who are elderly, which makes it impossible to always update on social media. Although basically, teachers must update their knowledge along with the times.

Apart from these 3 people, teachers are still lacking education about the independent curriculum. If there is training for all teachers, perhaps teacher readiness will increase.

Training on the independent curriculum for teachers is very important to be held. The teachers of SDN 104 Palembang hope that the training will not only be attended by representatives. It's the same with the training that was held for all teachers, but all teachers in the city of Palembang participated in it with such a large meeting room that the understanding of the content of the socialization would not be effective and the atmosphere would not be conducive either. Therefore the government needs to hold training in each school for all elementary school teachers in Palembang.

Training for all teachers specifically for SDN 104 Palembang teachers is a good plan. However, if you keep waiting for this to happen, the implementation of the independent

curriculum will never work. The implementation of the independent curriculum can be done in stages, not all classes must have implemented the independent curriculum. 3 people who have attended the training, can collaborate in preparing for the implementation of the independent curriculum. While preparing to implement the independent curriculum, the 3 teachers can voluntarily pass on the knowledge they have acquired to their colleagues, this can be an opening for other teachers when implementing the independent curriculum in classes other than grade 4.

3.3. The Efforts of the Principal of SDN 104 Palembang in the Preparation of the Independent Curriculum

The principal of SDN 104 Palembang registered his school to become a driving school because, with several programs from the driving school, it could prepare for the maximum implementation of the independent curriculum. The Mobilizing School Program consists of five interrelated and inseparable interventions, namely 1) consultative and asymmetric assistance, with consultative and asymmetric assistance, the Ministry of Education and Culture through the technical implementation unit (UPT) in each province will assist provincial and district regional governments /city in planning the Mobilization School Program. Then, UPT Kemendikbud in each province will assist regional governments during program implementation. Such as facilitating local governments in conducting outreach to related parties to find solutions if problems occur in the field. Stage (2) namely strengthening school human resources involving school principals, school supervisors, inspectors, and teachers. This form of strengthening includes intensive training and mentoring (coaching one to one) with expert trainers provided by the Ministry of Education and Culture. Next (3) is conducting learning with a new paradigm, namely designing learning based on differentiated principles so that each student learns according to his needs and stage of development. Data-based planning (4) focuses on school-based management, which is carried out based on the education unit's self-reflection. Finally (5), the digitalization of schools, namely the use of various digital platforms that reduce complexity, increase efficiency, increase inspiration, and a customized approach.

Efforts by the school principal in preparing the implementation of the independent curriculum at SD Negeri 104 Palembang such as:

1) School Digitization

School digitization is carried out by maximizing the use of various digital platforms that can reduce complexity, and increase the practicality and effectiveness of learning, teacher inspiration can be poured easily. This has started to be done since the 2013 curriculum was implemented and since Covid-19, but it has not been maximized. Therefore the principal will add computers, WiFi, add Ipads for learning and socialize teachers with the latest platforms that can help the learning process.

Striving to digitize schools is a very good thing, the school's excellence will be seen if SDN 104 has many digital facilities. However, in preparation for implementing the independent curriculum, it can still run even though schools are not yet technology-based.

2) Adding qualified facilities for the implementation of the independent curriculum.

The facilities at SDN 104 Palembang are not of sufficient standard for implementing the independent curriculum. Because previously the government focused on the 2013 curriculum, the books owned by SDN 104 are thematic. The school facilitates thematic books for all students free of charge, thanks to the assistance of the President of the Republic of Indonesia, Mr. Joko Widodo in 2019 so that these funds are allocated for

student needs. But now the government recommends implementing an independent curriculum, even though the government gives freedom to choose the curriculum that will be implemented in schools. SDN 104 does not have the latest books that can support the implementation of the independent curriculum. Because of this, the efforts made by the school principal are to reallocate the remaining funds from the president to upgrade books at SDN 104 Palembang, so that it becomes easier for teachers to teach in class and students to learn more easily.

As previously discussed, facilities are not an obstacle in preparing for the implementation of the independent curriculum. Students can learn in the open, in school fields, zoos, cooking areas, or other supportive places that can make students learn with concrete examples. Coordination between teachers and parents is needed for the implementation of the independent curriculum to take place. Because if the coordination between teachers and parents goes well, it will expedite the preparations for implementing the independent curriculum at SDN 104 Palembang.

3) Propose training for all teachers.

In addition to upgrading books, the principal of SDN 104 Palembang also submitted a request for training on the independent curriculum to the local government which was intended for all teachers and staff and was held at SDN 104 Palembang. This training will be very useful for the smooth implementation of the independent curriculum, especially for grade 4 teachers who will apply the independent curriculum earlier than other classes, this is in line with the driving school program, namely intensive mentoring (one-to-one coaching).

This training will be very good if implemented immediately, but if this training is not accepted by the government, it will hinder the process of preparing for the implementation of the independent curriculum. It is good that the three teachers who have attended the training can become mentors for other teachers.

4) Provide support to teachers who want to take online training.

Online training held by the national government requires teachers to scramble when registering for the training because the quota is limited. So the solution given by the school principal is to cooperate with the local government to register for the training collectively or to be registered by the school, then Palembang 104 Elementary School teachers will wait for the training schedule from the school principal.

Participating in online training will greatly assist teachers in preparing themselves for implementing the independent curriculum. Again, it doesn't have to be all teachers who have been painstaking in the independent curriculum for this new curriculum to be implemented. However, while the other teachers are preparing themselves by participating in online training, the three teachers who attended the training first can focus on preparing for the implementation of the independent curriculum in odd semesters.

5) Building a driver mindset for teachers.

Teachers should be prepared for these policy changes in Indonesia. teachers must have a mindset driver as said by Prof. Sutrisno in his book entitled Superior Islamic Education in the Era of the Industrial Revolution 4.0 and Freedom to Learn that education that wants to turn into a professional educator and is ready to win the competition in MEA must have a "Driver" mindset. This is where educators take the initiative to start change without anyone ruling but still rich in heart and also rich in empathy (must be balanced between logic and empathy) remains rational also has high concern and social relations).

The school principal also needs input from teachers at SDN 104 Palembang regarding the latest innovations that will be held at school. A teacher's initiative is also needed, not just waiting to be ordered by the new principal to act. If the cooperation of the principal and teachers and staff is well established and generates new interesting ideas, SDN 104 Palembang will be superior.

3.4. Implementation of the Curriculum According to the Ministry of Education and Culture's Proposal

SDN 104 Palembang does not have to wait for all teachers to be ready to implement the independent curriculum because the implementation is not carried out simultaneously. If 3 teachers understand how to implement an independent curriculum, then these three teachers can work for hand in hand and exchange ideas to carry out the implementation of an independent curriculum, because the Ministry of Education and Culture provides choices that are given the freedom to implement an independent curriculum without changing the existing curriculum. The implementation of the independent curriculum in elementary schools starts in grades 1 and 4. If these two classes have been tested and when their implementation is evaluated as effective, then it will be continued in other classes.

The Independent Curriculum is not implemented simultaneously and massively, this is following the policy of the Ministry of Education, Culture, Research, and Technology (Kemendikburistik) which gives flexibility to educational units in implementing the curriculum. Some of the programs that support the Implementation of the Independent Curriculum (IKM) are the Mobilization School (SP) and Vocational High Schools Centers of Excellence (SMK-PK) programs where the Ministry of Education and Culture provides supports the Implementation of the Independent Curriculum (IKM) from these two activities. good in implementing KM so that it becomes a good practice and learning content from IKM in SP/SMK-PK is well identified and can be a lesson for other educational units. (Ministry of Education and Culture, 2022b)

Provision of IKM support provided by the Ministry of Education and Culture is how the Ministry of Education and Culture provides support for IKM learning independently and support for IKM independent track data collection, from this support, will get prospective educational units who are interested and will receive learning assistance to implement the Independent Curriculum independent track so that the Teacher, Head Schools, and supervisors and other actors can organize activities to share good practice of the Independent Curriculum in the form of seminars or workshops independently. (Ministry of Education and Culture, 2022b)

The results of the data collection carried out by the Ministry of Education and Culture obtained data on the readiness of educational units to implement the Independent Curriculum independent pathways, education units will receive good support from the Ministry of Education and Culture in implementing IKM independent pathways. Good practices and learning content from the Independent Curriculum independent pathways are identified so that they become the focus of assistance by the Ministry of Education and Culture. SP/SMK-PK that have implemented the Independent Curriculum can provide good practices and learn from each other, sharing good practices so that a support network is formed between teachers and education staff to share learning content and good practices of the Independent Curriculum widely, a growing community supports a ready ecosystem. implementing the Independent Curriculum nationally in 2024 which is massive.

The Independent curriculum implementation options offered by the Ministry of Education, Culture, Research, and Technology provide flexibility to educational units to

make choices based on the IKM readiness questionnaire which measures how prepared teachers and education staff are in implementing the Independent Curriculum. In the data collection questionnaire developed and filled out by teachers and education staff in the education unit, there is no correct choice, all will be adjusted to the readiness of the education unit. The readiness questionnaire provides the most appropriate choice regarding the readiness of the educational unit, where the more appropriate, the more effective the implementation of the Independent Curriculum will be implemented in the educational unit (Aprianti et al., 2023).

The first option is Independent Learning, a choice that gives freedom to educational units when applying some parts and principles of the Independent Curriculum, without changing the education unit curriculum that is being implemented in PAUD education units, grades 1, 4, 7, and 10. The second option is Independent Change, the choice that gives freedom to educational units when implementing the Independent Curriculum by using teaching tools that have been provided in PAUD education units, grades 1, 4, 7, and 10. And the third option is Mandiri Sharing, an option that gives freedom to educational units in implementing the curriculum Merdeka by developing its various teaching tools in PAUD education units, grades 1, 4, 7, and 10.

4. CONCLUSION

The school principal has the policy to determine the application of the curriculum, the principal of SDN 104 Palembang for the current school year is still implementing the 2013 curriculum while preparing to implement the independent curriculum in the new school year. Meanwhile, the independent curriculum has not been implemented at SDN 104 Palembang due to constraints such as inadequate facilities, teacher readiness, and education regarding the independent curriculum for teachers has not been maximized. And the principal of SDN 104 Palembang also made efforts to prepare for the implementation of the independent curriculum, namely digitizing schools, upgrading books for teachers and students, submitting requests for training for all teachers at SDN 104 Palembang to the government, providing support to teachers who will take part in online national training and foster a driver mindset for teachers.

SDN 104 Palembang does not have to wait for all teachers to be ready to implement the independent curriculum because the implementation is not carried out simultaneously. If 3 teachers understand how to implement an independent curriculum, then these three teachers can work for hand in hand and exchange ideas to carry out the implementation of an independent curriculum, because the Ministry of Education and Culture provides choices that are given the freedom to implement an independent curriculum without changing the existing curriculum. The implementation of the independent curriculum in elementary schools starts in grades 1 and 4. If these two classes have been tested and when their implementation is evaluated as effective, then it will be continued in other classes.

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