



# EDUTECH

Jurnal Teknologi Pendidikan

Journal homepage <https://ejournal.upi.edu/index.php/edutech>



## The Role of Transformational Leadership in The Process Change and Implementation of The National Curriculum AT XYZ School Palopo

*Siswanti Rewai & Khoe Yao Tung*

*Universitas Pelita Harapan*

*Email: siswantirewai@gmail.com*

ABSTRACT	ARTICLE INFO
<p>Currently, schools in Indonesia are adapting to the new national curriculum. Implementing the new curriculum presents ongoing challenges for schools and educators. XYZ School Palopo, one of the national schools in Indonesia, has undertaken this implementation amid various challenges and dynamics. In addressing these challenges, the role of the school leader as a transformational leader supports the school community in effectively applying the new curriculum. This study employed a qualitative research approach using a case study method, incorporating interviews, observations, and documentation. The collected data were analyzed using thematic analysis, following a systematic process that includes data familiarization, coding, theme identification, and in-depth interpretation aligned with the research objectives. The findings revealed that principals and vice principals at XYZ School act as role models, motivators, and mentors who inspire and support teachers throughout the curriculum implementation process. Through transformational leadership, they foster a school culture that is adaptive to change and promotes a collaborative learning environment, enabling the effective implementation of the national curriculum. This research aims to serve as a guide for school leaders in applying transformational leadership practices to navigate curriculum changes successfully.</p>	<p><b>Article History:</b> <i>Submitted/Received 9 Jan 2025</i> <i>First Revised 5 Feb 2024</i> <i>Accepted 16 Feb 2025</i> <i>First Available online 20 Feb 2025</i> <i>Publication Date 20 Feb 2025</i></p> <p><b>Keyword:</b> <i>Transformational leadership,</i> <i>national curriculum</i> <i>implementation</i></p>
<p><b>ABSTRAK</b></p> <p>Saat ini, sekolah di Indonesia sedang dalam tahap menyesuaikan diri dengan kurikulum baru. Perubahan dalam implementasi</p>	

kurikulum baru selalu menjadi tantangan tersendiri bagi sekolah dan pendidik. Sekolah XYZ Palopo merupakan salah satu sekolah nasional di Indonesia yang sedang mengimplementasikan kurikulum baru. Sekolah memulai implementasi kurikulum baru dengan tantangan dan dinamika. Menghadapi tantang dalam perubahan kurikulum yang sedang terjadi, peran pemimpin sebagai pemimpin yang transformasional menolong komunitas sekolah untuk dapat mengimplementasikan kurikulum baru dengan efektif. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan metode studi kasus, melibatkan wawancara, observasi, dan dokumentasi. Data yang diperoleh diolah menggunakan analisis tematik, yang melibatkan proses yang sistematis mulai dari pembiasaan atau pengenalan data, pengkodean, identifikasi tema, dan interpretasi mendalam untuk menjelaskan makna yang sesuai dengan tujuan penelitian. Hasil penelitian menunjukkan bahwa kepala sekolah dan wakil kepala sekolah sebagai pemimpin di sekolah XYZ berperan dapat sebagai panutan, motivator, dan mentor yang dapat menginspirasi serta mendukung guru selama proses implementasi perubahan kurikulum. Pemimpin dapat memimpin sekolah dengan kepemimpinan transformasional yang menciptakan budaya sekolah yang adaptif terhadap perubahan dan lingkungan belajar yang kolaboratif. Sehingga implementasi perubahan kurikulum nasional dapat terlaksana dengan efektif. Penelitian ini diharapkan dapat menjadi panduan bagi pemimpin sekolah dalam menerapkan kepemimpinan transformasional menghadapi perubahan implementasi kurikulum.

© 2025 Teknologi Pendidikan UPI

## 1. PENDAHULUAN

Education is one of the most important parts of human life. Quality education will produce quality community resources. Fitriyah et al., (2022) in (Efendi et al., 2023) explained that the importance of quality education is expected to lead to the development of quality Human Resources (HR) as well. This is also supported by James in his book entitled *Principles of Psychology* (1890) which explains that the teaching and learning process in the classroom is an important part to study because it can improve the quality of education, teaching can start from things that are slightly higher than the child's knowledge to broaden the horizons of thinking (Khoe, 2015, 1-2).

But in reality, the quality of education in Indonesia has not reached the expected standards and is still being pursued. In (Efendi et al., 2023) it is explained that based on the Programme for International Student Assessment (PISA) data published by the Organization for Economic Co-operation and Development (OECD) in 2018, Indonesia proved to be far from average, especially in numeracy, literacy, and science skills. The COVID-19 pandemic has also resulted in a learning crisis characterized by a loss of learning and a gap in the quality of learning between regions and socio-economic groups. In line with this, Nadur (2017) explains that based on data in the Education for All (EFA) Global Monitoring Report 2011 issued by UNESCO and launched in New York, Indonesia's education development index ranks 69th out of 127 countries.

Efforts to improve the quality of education in Indonesia must continue, which of course involves all parties and utilizes various existing methods. One of the efforts made in improving the quality of education is by improving the curriculum as a framework in school education. Valen & Satria (2021) in Sari (2023) explained that according to Munadar, curriculum development is an instrument to improve the applied curriculum because "the curriculum is the heart of education" which determines the progress of education. According to Law No. 20 of 2003 "the curriculum is a set of learning plans related to the objectives, content, teaching materials, and methods used and used as guidelines in organizing learning activities to achieve a national education goal". In recent times, the government and those involved in the world of education have changed the national curriculum, namely by implementing the Merdeka Curriculum.

The Merdeka Curriculum is a new curriculum that has been and will be implemented in the world of education in Indonesia at this time. The Ministry of Education, Culture, Research and Technology determines the independent curriculum to be the national curriculum, this is regulated in the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024 concerning Curriculum in Early Childhood Education, Basic Education Level, and Education Level.

Implementing the new curriculum requires the cooperation, enthusiasm and role of all parties, especially educators and school leaders. Building and maintaining commitment, cooperation, motivation and involvement of teachers and all school members is the most important part that must be fought for. In Efendi, et al. (2023) explained that work commitment is a sense, attitude, and action of individuals in viewing themselves as part of the organizational entity, involved in the process of organizational activities, and showing loyalty to the organization to achieve organizational goals. Ornstein & Hunkins (2017, 274) in his book *Curriculum: Foundations, Principles, and Issues* explains that implementing a new curriculum is not easy and requires good planning.

*“successful implementation requires energy, time, and patience. It demands recognizing that implementation is more than a set of techniques or disconnected approaches. In a*

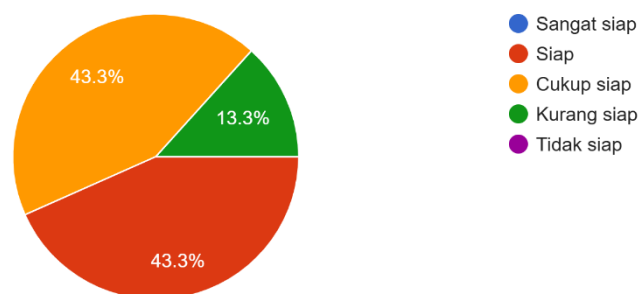
*systems approach, there must be engagement; there must be the drawing of energy among the participants; there must be the formulation of rationales for the innovation suggested.”*

Implementing a new curriculum in the education system is not easy. There will always be obstacles both internally and externally. This requires clear communication and socialization as well as the involvement of all relevant parties or institutions.

Based on a survey filled out by respondents through an online questionnaire conducted by researchers in several schools in different regions in Indonesia. It was found that educators and even schools were not really ready to implement the new curriculum. However, the government has instructed every school to implement the new curriculum. results of the questionnaire conducted regarding the readiness of teachers in schools in implementing the new curriculum can be seen in Figure below:

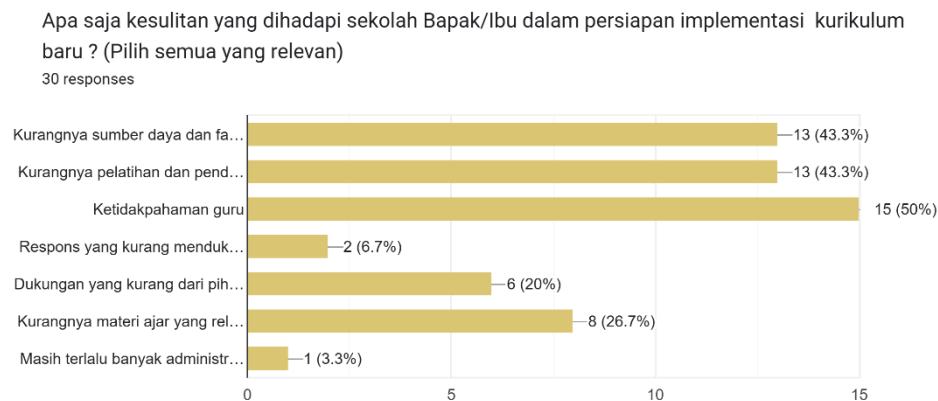
Bagaimana Bapak/Ibu menilai kesiapan guru-guru di sekolah dalam kesiapan implementasi kurikulum yang baru ?

30 responses



Respondents who filled out the survey were teachers from schools in several regions in Indonesia such as Jakarta, Surabaya, Balikpapan, Bogor, Kupang, Labuan Bajo, Makassar, Medan, Toraja, Palopo, and Tangerang. Of the 30 respondents who filled out the questionnaire, 93.3% have implemented the new curriculum, 3.3% will implement, and 3.3% will not implement the new curriculum. The results of the data obtained show that 43.3% or 13 respondents feel ready, 43.3% or 13 respondents are quite ready, and 13.3% or 4 respondents who feel unprepared in the implementation of the new curriculum.

The data obtained shows that schools are not really ready to implement the new curriculum. The survey results show that more respondents cited difficulties due to teachers' lack of understanding of the new curriculum. This data can be seen in figure 1.2 below:



As many as 50% or 15 respondents stated that teachers' lack of understanding of the new curriculum was one of the difficulties felt. This was also supported by several other difficulties. Overcoming these difficulties requires the cooperation of all stakeholders in education in preparing schools before the implementation of national curriculum changes.

With the information gap, it is the readiness of educators and schools that needs to be addressed. This requires the role of leaders who can be firm in overcoming the many changes and challenges that occur during the implementation of the new national curriculum. It is expected that leaders can control the process of change that occurs in the changes in the implementation of the new national curriculum. Being a shepherd and role model for all staff and teachers in facing the challenges and obstacles that will occur both internally and externally during the national curriculum implementation process.

In this case, transformational leadership is expected to be the right leadership reference when implementing the new national curriculum (Merdeka Curriculum). Khoe (2024, 2) concludes that transformational leadership is leadership that can transform each person or group to change and develop themselves by providing motivation and rewards to members in order to meet organizational goals.

Based on previous research conducted by Ursulla A. Okoth (2018) in the journal "Transformational Leadership Practices in Curriculum Implementation (Environmental Education) in Secondary Schools in Siaya County, Kenya", explained that the application of transformational leadership brings an ideal influence in the curriculum implementation process. The principal as a leader seeks to provide guidance and a shared mission to achieve school goals so that he must be able to act as a role model, motivate, and transform ways of thinking and acting to deal with obstacles during curriculum implementation. This study was conducted in Siaya County, Kenya, which has cultural differences and a different education system from Indonesia. It also only focused on curriculum implementation in secondary schools and not in primary schools.

Robbins (2017) in Efendi, et al., (2023) explains that transformational leadership refers to a way of leadership that is able to inspire followers to encourage and manage individual interests for the common good through intellectual stimulation, inspirational motivation, idealized influence, so that followers strive to improve performance. In line with this, Colquitt, LePine and Wesson (2011, 504 - 508) in Khoe (2024, 2) said that transformational leadership is leadership that is able to bring strong influence by changing the worldview of the people being led about what is done, because the leader has a deep understanding of the vision and goals of the organization that must be achieved. This means that the role of leaders in schools is very important as shepherds,

role models, carriers of change, guiding, and assisting teachers and staff in the process of implementing the new national curriculum.

Based on the background of the problem and the data findings from the survey, this led the author to conduct research at XYZ Palopo school. XYZ Palopo School is one of the schools involved in the pre-research questionnaire and in the process of implementing the new curriculum. The 2024/2025 academic year was the third year for XYZ Palopo school to implement the new curriculum and the first academic year the new curriculum was implemented in all grades. In the previous two years, the new curriculum was implemented in only a few classes and was done in stages. XYZ Palopo School also experienced struggles, challenges and dynamics in the process of preparing and applying the new curriculum. In the struggles faced, the school leader as a transformational leader took on the role of leading the school through the changes in the implementation of the new curriculum.

## **2. METHODS**

The approach used in this research is qualitative research. Creswell and Poth (2018) explain that a qualitative approach provides an opportunity for researchers to interpret certain problems given by existing individuals. Sukmadinata (2017) in Rangkuti (2020) explains that qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. The qualitative research used in this research is a case study. This is because this research begins by identifying problems about the process of change and implementation of the national curriculum at XYZ Palopo school.

Case studies are an appropriate qualitative research design to examine in depth the phenomena that occur in everyday life. As a research strategy, case studies are used in several circumstances to increase knowledge about individuals, groups, organizations, politics, and related phenomena Yin (2003, 1). In this study, the case study research design allows researchers to examine more deeply the processes, interactions, and phenomena that occur in the role of transformational leadership during the implementation of national curriculum changes.

Researchers conducted research at XYZ elementary school, because this school is one of the schools that is in the process of changing the national curriculum, from the 2013 curriculum to the Merdeka Curriculum. The research time was conducted for three months, during the curriculum implementation process.

The research subjects were selected based on purposive sampling technique. Palinkas et al. (2015) explained that purposive sampling is a sampling technique carried out by selecting research subjects according to certain criteria that can provide accurate information about the phenomenon being studied. In this study, researchers selected research subjects, namely the principal, deputy principal of the curriculum section, and eight teachers involved in the implementation process of national curriculum changes. The following is a table of resource person profiles:

Interviewee Profile **Table**

No.	Name Initials	Position	New Curriculum Implementation Time	Code
1	UD	Principal	Second year	KS - UD
2	SP	Curriculum Section	Second year	BK - SP
3	JT	Class IIA Teacher	First year	G.1 - JT
4	KS	VB Class Teacher	Year One	G.2 - KS
5	IR	Class IIIB Teacher	Year One	G.3 - IR
6	A	VIB Class Teacher	Second year	G.4 - A
7	EL	IVA Class Teacher	Second year	G.5 - EL
8	AG	IB Class Teacher	Year three	G.6 - AG
9	KM	VA Class Teacher	Second year	G.7 - KM
10	YS	Class IVB Teacher	Second year	G.8 - YS

Data collection was done with data triangulation, namely data collection in the form of interviews, observation and documentation, to answer the role of transformational leadership on the implementation of the national curriculum. The data analysis process was carried out with thematic analysis. Braun and Clarke explained that thematic analysis is a method that systematically identifies, organizes, and provides insight into theme patterns in the overall data (Braun and Clarke 2012, 57). In Braun and Clarke (2012, 60-69) describe six steps or stages in thematic analysis, namely:

- a. Familiarizing Yourself With the Data: the first stage is the stage of familiarizing yourself with the data, by reading and understanding the existing data in depth.
- b. Generating Initial Codes: the second stage is to identify and create initial codes based on the data that has been understood, which aims to further manage the data.
- c. Searching for Themes: the third stage groups the codes that have been made previously into larger themes, which are more indicative of the patterns of meaning contained in the data.
- d. Reviewing Potential Themes: the fourth stage was conducted to review the previously developed themes to ensure the suitability of the data and perform quality checking.
- e. Defining and Naming Themes: Defining and naming the agreed-upon themes, as well as assigning an appropriate focus to each theme.
- f. Producing the Report: The final phase involves analyzing and interpreting each theme and its interrelationships to produce the final research report.

Data analysis is carried out with the first stage by separating, grouping, or classifying data obtained from initial observations. This is intended to facilitate the author in conducting the analysis. The second stage includes data interpretation and data validation so that the collected data can be classified and recorded according to the required data. The next step is to check whether the data collected is in accordance with

the problem under study. This helps to understand based on the interpretation of the data collected to reach further conclusions.

The data that has been collected is processed and analyzed using a qualitative data processing application, namely the Maxqda application. According to VERBI Software, MAXQDA is a comprehensive qualitative data analysis software that works with various types of data and offers powerful features for advanced coding, retrieval, transcription, and visualization ("MAXQDA," accessed January 25, 2025). The results of data visualization from the Maxqda application are shown in the data presentation and research findings section.

### 3. RESULTS AND DISCUSSION

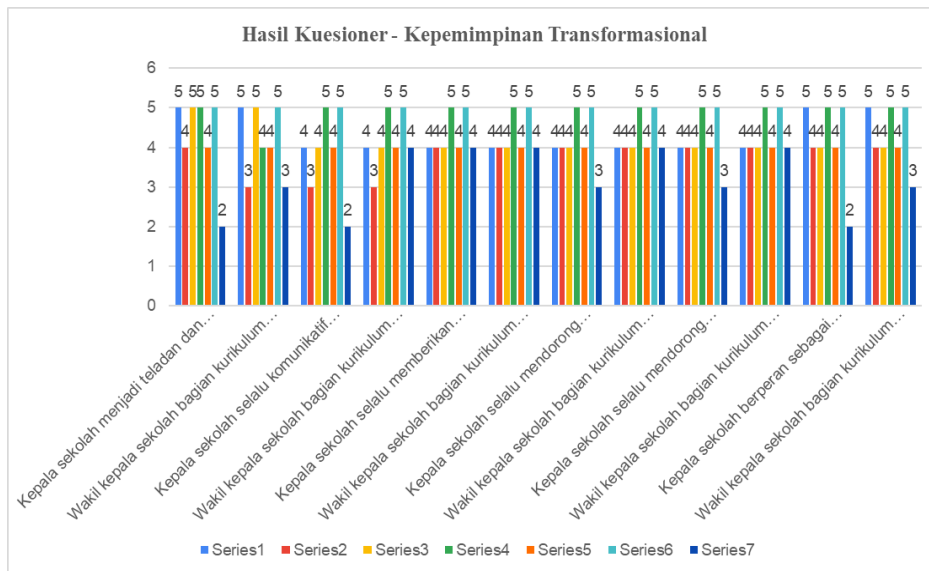
#### 3.1 The Role of Transformational Leadership

The main themes in the Transformational Leadership variable are leaders as role models, leaders who are communicative and provide motivation, leaders who are able to encourage/change perspectives, and leaders as mentors or guides who pay attention and direct each subordinate to organizational goals. The following is a table of the results of data processing interviews with teachers related to the role of transformational leadership:

The following is a table of the results of data processing interviews with the principal and vice principal of the curriculum section as school leaders related to the role of transformational leadership carried out:

The results of the data obtained with the questionnaire are shown in the following table:





From the results of interviews with eight teacher representatives, the principal and the vice principal for curriculum, as well as the results of the questionnaire on the theme related to leaders being role models, the results show that the principal has performed his role in terms of providing role models for teachers in dealing with changes in the implementation of the national curriculum. Leadership is exercised by providing consistent guidance, directing, guiding and collaborating with teachers in the implementation of curriculum changes including facing the challenges and new dynamics of the changes.

The data findings show that school leaders have become leaders able to encourage and change the perspective of the organization in dealing with changes in the implementation of the national curriculum. Leaders carry out leadership by leading and directing the organization in solving problems appropriately, leaders are able to support and generate teacher creativity and innovation in learning, and leaders can encourage teachers to improve their skills during the implementation of new curriculum changes.

The results also explain that school leaders have become leaders who always monitor and guide organizational members consistently, leaders can focus on organizational goals that must be achieved, leaders can pay attention to the needs of subordinates personally and communally, and leaders have provided development according to organizational needs to achieve the goals of the new curriculum.

### 3.2 Implementation Process of National Curriculum Changes

The main themes in this variable are teachers' readiness to prepare and implement the implementation of national curriculum changes, support from school leaders in implementing national curriculum changes, availability of development and resources for teachers related to the implementation of national changes, and evaluation and adjustment in the process of implementing national curriculum changes. The following table shows the results of data processing interviews with teachers related to the implementation process of national curriculum changes:

Code System	G.1-JT	G.2-KS	G.3-IR	G.4-A	G.5-EL	G.6-AG	G.7-KM	G.8-YS
↳ Kesiapan Guru dalam Adaptasi dan Mengimplementasikan Perubahan Kurikulum Nasional	•	•	•	•	•	•	•	•
↳ Memahami Kurikulum Baru	•	•	•	•	•	•	•	•
↳ Mengikuti Proses Pengenalan Kurikulum Baru	•	•	•	•	•	•	•	•
↳ Menyesuaikan Diri dengan Kurikulum Baru	•	•	•	•	•	•	•	•
↳ Dukungan Pemimpin Sekolah dalam Implementasi Perubahan Kurikulum Nasional	•	•	•	•	•	•	•	•
↳ Keterlibatan Peran Pemimpin Sekolah	•	•	•	•	•	•	•	•
↳ Diberikan Dukungan yang Tepat	•	•	•	•	•	•	•	•
↳ Ketersediaan Pengembangan dan Sumber Daya bagi Guru Terkait Implementasi Perubahan Kurikulum Nasional	•	•	•	•	•	•	•	•
↳ Terjalin Kolaborasi	•	•	•	•	•	•	•	•
↳ Tersedia Sumber Daya	•	•	•	•	•	•	•	•
↳ Adanya Pengembangan	•	•	•	•	•	•	•	•
↳ Evaluasi dan Penyesuaian dalam Proses Implementasi Perubahan Kurikulum Nasional	•	•	•	•	•	•	•	•
↳ Melakukan Penyesuaian	•	•	•	•	•	•	•	•
↳ Melakukan Evaluasi	•	•	•	•	•	•	•	•
↳ Melakukan Refleksi	•	•	•	•	•	•	•	•



provide supportive resources, and customized development is provided to meet teachers' needs in implementing the new curriculum changes.

The school has also evaluated and adjusted during the implementation process of the national curriculum changes. This is realized by making adjustments based on the results of evaluations and reflections on the new curriculum that have been carried out. The evaluation and adjustments made are an important part of the school's success in implementing the new curriculum. This was accompanied by a transformational leadership model that became the leadership model at XYZ Palopo school.

### **3.3 Building Collaboration and Motivation**

Based on the data obtained, XYZ school leaders build an internal learning community called the Collaborative Team. The Collaborative Team consists of several classroom teachers and subject teachers according to their respective phases. Periodically, every third day of the week, the Collaborative Team, accompanied by the school leader, will gather to discuss and share what has been learned during the past week and the learning plan that will be implemented in the future.

This helps each teacher to share and discuss the obstacles experienced in the learning process and the implementation of the new curriculum in their respective classrooms. In each group, one teacher was designated as the group leader. The group leader is chosen according to their ability and experience in the process of implementing the new curriculum. This strategy aims to build a learning community in schools that builds on each other and works together.

School leaders have also motivated teachers in dealing with changes in the implementation of the national curriculum. Leaders exercise leadership by doing the right empowerment for the organization being led, being optimistic about the new curriculum being implemented, being communicative and responsive during the leadership process, and providing meaningful motivation for all members of the organization being led.

## **4. CONCLUSION**

Based on the results of data analysis and discussion that has been obtained, the conclusions in this study are as follows:

- a. Transformational leadership has an expected role in the implementation of national curriculum changes at XYZ Palopo school. This is realized by the role of leaders, namely the principal and vice principal of the curriculum section, who can be an inspiration and role model for teachers. Leaders who are always consistent in communicating provide direction, motivation and provide understanding for the implementation changes that need to be made by the school community. Transformational leaders play a role in encouraging and changing teachers' perspectives on curriculum changes that occur. Principals and vice principals become curriculum instruments who act as mentors or guides who pay attention and direct the school community to the curriculum goals to be achieved.
- b. The implementation of national curriculum changes in XYZ Palopo school can be effective with the role of transformational leadership that can involve the cooperation of all teachers. Despite challenges and limitations, the school was able to effectively implement the changes to the national curriculum by learning and deeply understanding the characteristics and principles of the new curriculum. In the process of implementing the new curriculum, leaders play a role by providing appropriate support and being actively involved.

The principal supports the national curriculum change at XYZ Palopo school through the development of relevant resources and facilities. The Collaborative Team is one of the learning communities at XYZ Palopo school that is built in a structured and regular manner to build planning for the implementation of the new curriculum. The team consists of classroom teachers and subject teachers who are gathered by phase. The Collaborative Team meets weekly to reflect, evaluate and readjust the curriculum implementation in their respective classrooms. Regular evaluation and reflection allows schools to continuously improve and enhance the implementation of the national curriculum changes to make it more effective.

## 5. AUTHORS NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

## 6. REFERENCES

- Bass, B. M., & Riggio, R. E. *Transformational Leadership*. Psychology Press. 2006.
- Braun, V., & Clarke, V. Thematic analysis. In *APA handbook of research methods in psychology, Vol 2: Research designs: Quantitative, qualitative, neuropsychological, and biological*. (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>. 2012
- Creswell, J. W., & Poth, C. N. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications. 2018.
- Denzin, N. K. Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80-88. 2012
- Efendi, F., Sunaryo, H., & Harijanto, D. Efektivitas Kepemimpinan Transformasional Kepala Sekolah melalui Komitmen Kerja terhadap Kinerja Guru Merdeka Belajar. *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 19–32. <https://doi.org/10.21831/jamp.v11i2.60605> 2023.
- Faig, E. Z. Strategies For Transformative Leadership In Educational Settings: Realizing Effective Implementation Goals. *International Journal of Innovative Technologies in Social Science*, 1(41). [https://doi.org/10.31435/rsglobal\\_ijitss/30032024/8102](https://doi.org/10.31435/rsglobal_ijitss/30032024/8102). 2024.
- Etiyasningsih, E., & Bariroh, S. Problematika Kepemimpinan Pendidikan dalam Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Basicedu*, 8(3), 2098–2107. <https://doi.org/10.31004/basicedu.v8i3.7745>. 2024.
- Ernis, tempo.com. Juli 2023.
- Fullan, M. *The New Meaning of Educational Change*. Teachers College Press. 2007.
- Gouédard, Pierre, Pont, B., Hyttinen, S., dan Huang, P. Curriculum Reform: A Literature Review to Support Effective Implementation. OECD Education Working Papers No. 239. Paris: OECD Publishing, <https://doi.org/10.1787/efe8a48c-en>. 2020.
- Hariyati, N., Sholeh, M., & Islamiah, N. Transformational Leadership in The Implementation of Sekolah Penggerak's Program. *Jurnal Pedagogi Dan Pembelajaran*, 6(3), 414–424. <https://doi.org/10.23887/jp2.v6i3.64406>. 2023.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Kurikulum Merdeka. [Online resource]. 2020.
- Khoe, Yao Tung. *Pembelajaran dan Perkembangan Belajar*. Jakarta: Indeks. 2015.

- Khoe, Yao Tung. *Kepemimpinan Pendidikan Kristen Gaya Kepemimpinan dan inspirasinya dalam pendidikan kristen*. Jakarta: UPH Press. 2024.
- Kvale, S., & Brinkmann, S. *InterViews: Learning the Craft of Qualitative Research Interviewing* (3rd ed.). SAGE Publications. 2015
- Lincoln, Y. S., & Guba, E. G. *Naturalistic Inquiry*. SAGE Publications. 1985.
- Mendrofa, V. M., Ndraha, A. B., & Telaumbanua, Y. A. Peran Kepemimpinan Transformasional Di Pt. Cabang Bank Sumut Gunungsitoli Dalam Menjaring Kerjasama Dengan Stakeholder Sebagai Mitra Kerja Pemerintah di Kota Gunungsitoli The Role Of Transformational Leadership At Pt. Bank Sumut Gunungsitoli Branch In Collaborating With Stakeholder As Partners Government In Gunungsitoli City. *Jurnal EMBA*, 10(4), 1517–1524. 2022.
- Nadur, Sepryanto, E. *Implementasi Kepemimpinan Transformasional Kepala Sekolah Dalam Membentuk Budaya Sekolah Pada Konteks Pendidikan Dd Indonesia*. 2017.
- Northouse, Peter G. *Leadership Theory and Practice: Eight edition*. United States of America: SAGE Publications, Inc., 2019.
- Nurdin, S., Kosim, M., Imam Bonjol Padang, U., Mahmud Yunus, J., & Lintah Kelurahan Anduring Kecamatan Kuranji Padang, L. (n.d.). *Perencanaan Kurikulum Dan Pembelajaran*. *Journal on Education*, 06(01), 5554–5559. 2023.
- Okoth, U. A. Transformational Leadership Practices in Curriculum Implementation (Environmental Education) in Secondary Schools in Siaya County, Kenya. *European Scientific Journal*, ESJ, 14(10), 320. <https://doi.org/10.19044/esj.2018.v14n10p320>, 2018.
- Ornstein, A. C., & Hunkins, F. P. *Curriculum : foundations, principles, and issues*. Pearson. 2017.
- Ornstein, Allan C., dan Francis P. Hunkins. *Curriculum: Foundations, Principles, and Issues*. 7th ed. Harlow, England: Pearson Education Limited. 2018.
- Pandey, P., dan M. M. Pandey. *Research Methodology: Tools and Techniques*. Bridge Center, 2015.
- Pakaja, S. R., Aneta, A., & Rahman Pakaya, A. (n.d.). *Pengaruh Kepemimpinan Transformasional Dan Motivasi Kerja Terhadap Kinerja Guru SMP di Wilayah Kabupaten Bone Bolango*. 2021.
- Palinkas, L. A., et al. Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. 2015.
- Patton, M. Q. *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications. 2015.
- Rangkuti, N. A. *Supervisi Akademik Pengawas Sekolah Dalam Meningkatkan Profesionalisme Guru Sekolah Dasar Swasta*. 2020.
- Rochimah, E., Refranisa, R., Lie, T., Ridzqo, I. F., Demami, A., & Puspita, M. E. Keefektifan Kegiatan Kolaboratif Merdeka Belajar Kampus Merdeka (MBKM) Pada Skema Mengajar Di Satuan Pendidikan. *Jurnal Penelitian Kebijakan Pendidikan*, 15(1), 1–8. <https://doi.org/10.24832/jpkp.v15i1.552> 2022.
- Rofik, C. (n.d.). *Kepemimpinan Transformasional Dalam Lembaga Pendidikan Madrasah*. 2019.
- Sanjaya, W. *Penelitian Tindakan Kelas*. Jakarta: Kencana. 2013.
- Sari, Zultrianti, M., Gunawan, A., Fitriyani, Y., dan Hilaliyah, N. "Pengaruh Minat Baca Siswa Terhadap Hasil Belajar pada Pelajaran Bahasa Indonesia di SD Negeri 1 Ciporang." *Dwija Cendekia: Jurnal Riset Pedagogik* 4, no. 2 (2020): 197–205. 2020.
- Sari, W. I. *Seminar Nasional LPPM UMMAT Implementasi Literasi Digital Pada Era Kurikulum Merdeka*. 2023.

- Shaikhah J. Alainati, Dr. Nouf S. Almonawer, & Dr. Faisal A. Al-Hammad. (2023). Transformational Leadership in Education: Review of Literature. *The International Journal of Business & Management*. <https://doi.org/10.24940/theijbm/2023/v11/i2/bm2302-016>. 2023.
- Singh, Y. K. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International (P) Ltd., 2006.
- Standar, B., *Asesmen Pendidikan Kementerian Pendidikan, dan, & Teknologi Republik Indonesia, dan. (n.d.). k a j i a n a k a d e m i k Kurikulum Merdeka*. 2024.
- Undangan-undangan No. 20, 2003. [https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/UU\\_tahun2003\\_nomor020.pdf](https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/UU_tahun2003_nomor020.pdf)
- VERBI Software. "MAXQDA." Accessed January 25, 2025. <https://www.maxqda.com/products/maxqda>.
- Wahyudiono, A. Perkembangan Kurikulum Merdeka Belajar Dalam Tantangan Era Society 5.0. *Education Journal : Journal Educational Research and Development*, 7(2), 124–131. <https://doi.org/10.31537/ej.v7i2.1234>. 2023.
- Witomo, dalam *kompas.com*. Februari 2024.
- Yin, R. K. *Case study research: Design and methods (3th Ed.)*. CA: SAGE, 2003.
- Zakso, A. IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DI INDONESIA. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(2), 916. <https://doi.org/10.26418/j-psh.v13i2.65142>. 2023.