



## PRINCIPAL'S POLICY AND LEADERSHIP IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM IN BANJARBARU PUBLIC ELEMENTARY SCHOOLS

### KEBIJAKAN DAN KEPEMIMPINAN KEPALA SEKOLAH DALAM IMPLEMENTASI KURIKULUM MERDEKA BELAJAR DI SEKOLAH DASAR NEGERI BANJARBARU

Yeni Rahmawati<sup>1\*</sup>, Didi Susanto<sup>2</sup>, Muhammad Yuliansyah<sup>3</sup>

<sup>1\*</sup>Islamic University of Kalimantan Muhammad Arsyad Al-Banjari, Email: [yenirahmawatiramban@gmail.com](mailto:yenirahmawatiramban@gmail.com)

<sup>2</sup>Islamic University of Kalimantan Muhammad Arsyad Al-Banjari

<sup>3</sup>Islamic University of Kalimantan Muhammad Arsyad Al-Banjari

\*email koresponden : : [yenirahmawatiramban@gmail.com](mailto:yenirahmawatiramban@gmail.com)

DOI: <https://doi.org/10.62567/micjo.v3i1.1637>

#### Abstract

Policy and Leadership The principal has the ability to lead all school resources. SDN 1 Sungai Besar Banjarbaru and SDN 1 Sungai Ulin Banjarbaru found several problems that were almost the same in the two schools, namely: Limited resources, including teacher competency, use of IT, funds, budget allocation and facilities. Principal Policy and Leadership has a very big role in dealing with various problems in implementing the independent learning curriculum. This research aims to: 1) Identify the Principal's Policy and Leadership in Implementing the Independent Learning Curriculum at SDN 1 Sungai Besar and SDN 1 Sungai Ulin Banjarbaru, 2) Analyze the results of the Principal's Policy and Leadership in Implementing the Independent Learning Curriculum at SDN 1 Sungai Besar and SDN 1 Sungai Ulin Banjarbaru, and 3) Analyze the supporting and inhibiting factors for the Principal's Policy and Leadership in Implementing the Independent Learning Curriculum. This research is a qualitative descriptive research using the main instrument of interviews. The data sources in this research are school principals and teachers at SDN 1 Sungai Besar Banjarbaru and SDN 1 Sungai Ulin Banjarbaru. Data analysis uses the Miles and Huberman concept, namely data reduction, data presentation and drawing conclusions. The results of the research show that: 1) How the Principal's Policy and Leadership in implementing the independent learning curriculum includes: Vision and Mission in Implementing the Independent Learning Curriculum, Policies that support the independent learning curriculum, Leadership periodic collaboration in decision making of the Independent Curriculum 2) Implementation Results by measuring the results of implementation With this policy and leadership, school principals can assess the success and effectiveness of the implementation of the Independent Learning Curriculum and make the necessary adjustments to achieve better results in the future. The principal can evaluate the impact of the implementation of the Independent Learning Curriculum policy and make the necessary adjustments to ensure that all school members get maximum benefits from the implementation of the curriculum. 3) Supporting Factors for the policy and the principal's leadership. The principal's strong and visionary leadership can motivate and direct the entire school community in implementing the independent learning curriculum, Inhibiting Factors Leadership that is less consistent or less committed and budget limitations can hinder the ability to provide facilities.



**Keywords :** Policy, Leadership, Principal, Independent Learning Curriculum.

### Abstrak

Kebijakan dan Kepemimpinan Kepala sekolah memiliki kemampuan untuk memimpin semua sumber daya sekolah. SDN 1 Sungai Besar Banjarbaru dan SDN 1 Sungai Ulin Banjarbaru menemukan beberapa masalah yang hampir sama di kedua sekolah, yaitu: Sumber daya terbatas, termasuk kompetensi guru, penggunaan TI, dana, alokasi anggaran, dan fasilitas. Kebijakan dan Kepemimpinan Kepala Sekolah memiliki peran yang sangat besar dalam menangani berbagai masalah dalam implementasi kurikulum merdeka. Penelitian ini bertujuan untuk: 1) Mengidentifikasi Kebijakan dan Kepemimpinan Kepala Sekolah dalam Implementasi Kurikulum Merdeka di SDN 1 Sungai Besar dan SDN 1 Sungai Ulin Banjarbaru, 2) Menganalisis hasil Kebijakan dan Kepemimpinan Kepala Sekolah dalam Implementasi Kurikulum Merdeka di SDN 1 Sungai Besar dan SDN 1 Sungai Ulin Banjarbaru, dan 3) Menganalisis faktor pendukung dan penghambat Kebijakan dan Kepemimpinan Kepala Sekolah dalam Implementasi Kurikulum Merdeka. Penelitian ini adalah penelitian deskriptif kualitatif dengan instrumen utama wawancara. Sumber data dalam penelitian ini adalah kepala sekolah dan guru di SDN 1 Sungai Besar Banjarbaru dan SDN 1 Sungai Ulin Banjarbaru. Analisis data menggunakan konsep Miles dan Huberman, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Bagaimana Kebijakan dan Kepemimpinan Kepala Sekolah dalam menerapkan kurikulum merdeka meliputi: Visi dan Misi dalam Implementasi Kurikulum Merdeka, Kebijakan yang Mendukung Kurikulum Merdeka, Kolaborasi periodik kepemimpinan dalam pengambilan keputusan Kurikulum Merdeka 2) Hasil Implementasi dengan mengukur hasil implementasi Dengan kebijakan dan kepemimpinan ini, kepala sekolah dapat menilai keberhasilan dan efektivitas implementasi Kurikulum Merdeka serta melakukan penyesuaian yang diperlukan untuk mencapai hasil yang lebih baik di masa depan. Kepala sekolah dapat mengevaluasi dampak implementasi kebijakan Kurikulum Merdeka dan melakukan penyesuaian yang diperlukan untuk memastikan semua anggota sekolah mendapatkan manfaat maksimal dari implementasi kurikulum. 3) Faktor pendukung kebijakan dan kepemimpinan kepala sekolah. Kepemimpinan kepala sekolah yang kuat dan visioner dapat memotivasi dan mengarahkan seluruh komunitas sekolah dalam menerapkan kurikulum merdeka. Faktor penghambat: Kepemimpinan yang kurang konsisten atau kurang berkomitmen dan keterbatasan anggaran dapat menghambat kemampuan menyediakan fasilitas..

**Kata Kunci :** Kebijakan, Kepemimpinan, Kepala Sekolah, Kurikulum Merdeka.

## 1. INTRODUCTION

Quality education is the hope of every Indonesian citizen, as regulated in the National Education System Law (Faridah et al., 2023). The quality of education correlates with the quality of human resources, which is greatly influenced by the role of the principal. The principal has a major responsibility in managing school resources and leading staff to achieve educational goals. Effective leadership is essential in achieving good performance. The principal's leadership style is reflected in the policies taken, including staff development, program implementation, and interaction with students. Socialization of educational programs is an important effort to mobilize all school members toward educational commitment.

The success of educational institutions depends heavily on the leadership of the principal, who must be able to adapt to changes and look ahead. While school policies are made by authorized parties, the principal's policy becomes a focus of attention for experts. Principal



leadership is the key to improving the quality of education; the principal must be able to mobilize and influence staff to achieve common goals. School quality is strongly influenced by the principal's role as a manager and leader. In the era of globalization, the quality of education in Indonesia still faces challenges. Limited resources, policy changes, and regulatory complexities are problems faced by principals. Principals must be able to manage resources, adapt to change, and ensure equality in education.

Curriculum changes, such as the transition to the Independent Learning Curriculum (Kurikulum Merdeka Belajar), require adaptation from principals and staff. The right leadership style is needed to influence and improve performance. Principals need to understand the characteristics of teachers and create a conducive learning environment. The principal acts as an educator, manager, administrator, supervisor, leader, innovator, and motivator in the implementation of the Independent Curriculum. Support and training are required to ensure effective understanding and implementation. This research aims to identify the policy and leadership of principals in the implementation of the Independent Learning Curriculum in two public elementary schools in Banjarbaru. This research also analyzes the results of policies and leadership, as well as their supporting and inhibiting factors. The benefits of the research are expected to provide theoretical and practical contributions. Theoretically, this research is expected to develop scientific concepts and insights regarding the role of principals. Practically, this research is expected to provide input for principals, teachers, and schools in improving the quality of education.

## 2. RESEARCH METHOD

This research uses a qualitative approach with a field research type and descriptive method (Amelia et al., 2023). The goal is to describe and analyze the policy and leadership of principals in the implementation of the Independent Learning Curriculum at State Elementary School 1 Sungai Besar and State Elementary School 1 Sungai Ulin, Banjarbaru. The main instrument of the research is the researcher themselves. Data collection techniques include direct observation, interviews with teachers (respondents) and principals (informants), and documentation studies. Data validity is tested through construct validity with expert judgment from the Supervisor. The collected data is analyzed qualitatively using the Miles and Huberman model, which includes data reduction, data presentation (in narrative form), and drawing verified conclusions. The primary research data is the policy and leadership of the principal as well as the principal's experience in implementing the Independent Learning Curriculum. Supporting data includes a general overview of the research location and information related to administrative staff and school infrastructure.

## 3. RESULT AND DISCUSSION

This research examines the implementation of policy and principal leadership in applying the Independent Learning Curriculum (KMB) in two public elementary schools in Banjarbaru. The results show that although principals have a strong vision and mission for KMB



implementation, there are several significant obstacles. Limited resources such as budgets, teacher competency (especially in IT use and digital learning media development), as well as supporting facilities and infrastructure, are major challenges. A gap was found in teachers' understanding of the basic concepts of KMB and a lack of in-depth training. Innovative and creative learning methods have not been fully applied, and teachers still tend to use conventional methods. Additionally, there are difficulties in designing competency-based and authentic assessments as well as holistic evaluations of student development. Collaboration among teachers and access to continuous professional development are also limited.

However, the research highlights the important role of visionary and collaborative principal policy and leadership in motivating the school community. Principals at both schools have taken policy steps related to strategic plans, resource allocation, teacher professional development, parental involvement, technology use, and continuous evaluation. The principal's hope for KMB is an improvement in relevant education quality, maximum development of student potential, and the creation of graduates who are independent, creative, and have character. Nevertheless, successful implementation relies heavily on overcoming resource constraints and improving teacher understanding and competency.

#### 4. CONCLUSION

The research shows that the principals at SDN 1 Sungai Ulin and SDN 1 Sungai Besar generally have a good understanding of the Independent Learning Curriculum (KMB) and have implemented various supporting policies, including teacher training and curriculum adjustments. Visionary leadership by the principal encourages innovative implementation centered on teachers and students, resulting in many positive achievements. However, challenges such as difficulties in differentiated learning, technology use, and flexible classroom management are still faced. The main supporting factor is the principal's ability to motivate and direct the school community, while inhibiting factors include inconsistent leadership and budget limitations. Successful implementation of KMB requires further attention to challenges and optimal utilization of supporting factors.'

#### 5. REFERENCES

- Abdul Matin, (2022). "Implementasi kurikulum Merdeka Belajar di MIN 1 Wonosobo", *Jurnal Kependidikan Islam*.
- Al-Azhimma, S. A. (2020). Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Smp Negeri 18 Banda Aceh. *ETD Unsyiah*.
- Amin, M., Arsil, Fathurrochman, I., Bahri, S., & Rahmaningsih, S. (2019). *Manajemen Mutu Pendidikan Pada Perguruan Tinggi*(1st ed.). Rejang Lebong: LP2 IAIN Curup.
- Angga, A., & Iskandar, S. (2022). Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5295–5301. <https://doi.org/10.31004/basicedu.v6i3.2918>.
- Berchmans, H. J. & Hirata, S. (2007). Biodiesel Production from Crude *Jatropha curcas* L.



- Seed Oil with a High Content of Free Fatty Acids. *Bioresource Technology*, 99, 1716-1721.
- Dr. H.A. Zaki Mubarak (2022), desain kurikulum merdeka era revolusi 4.0, (Jakarta: Penyelaras Aksara).
- E, Mulyasa (2009)., *Menjadi Kepala Sekolah Profesional*, Bandung: Remaja Rosdakarya.
- Ekosiswoyo, Rasdi. (2016). *Kepemimpinan Kepala Sekolah yang Efektif Kunci Pencapaian Kualitas Pendidikan*, dalam *Jurnal Ilmu Pendidikan*.
- Elpisah, E., & Hartini, H. (2019). *Principal Leadership Style And Its Effect On Teachers Performance*. *Jurnal Aplikasi Manajemen*.
- Hadi soekanto (2022), *perencanaan pembelajaran kurikulum merdeka*, (Jakarta : CV. Bayfa Cendekia).
- hattarina. (2022). *Implementasi Kurikulum Medeka Belajar Di Lembaga Pendidikan*. *Prosiding Senassdra Seminar Nasional Sosial, Sains, Pendidikan, Dan HUMANIORA*,
- Mulyana, Y., Huraerah, A., & Martiawan, R. (2019). *Kebijakan pengembangan destinasi pariwisata Cianjur Selatan di Kabupaten Cianjur Jawa Barat*. *JISPO Jurnal Ilmu Sosial dan Ilmu Politik*, 9(1), 490-511. <https://doi.org/10.15575/jispo.v9i1.5857>.
- Okamura, M., Takagaki, A., Toda, M., Kondo, J. N., Domen, K., Tatsumi, T., Hara, M., & Hayashi, S. (2006). *Acid-Catalyzed Reaction on Flexible Polycyclic Aromatic Carbon in Amorphous Carbon*. *Chem. Mater*, 18, 3030-3045.
- Osborne, C. (2015). *Essential Managers Leadership*. New York: DK Publishing.
- Paidi. (2008). *Urgensi pengembangan kemampuan pemecahan masalah dan metakognitif siswa SMA melalui pembelajaran biologi*. *Prosiding, Seminar dan Musyawarah Nasional MIPA yang diselenggarakan oleh FMIPA UNY, tanggal 30 Mei 2008*. Yogyakarta: Universitas Negeri Yogyakarta.
- Permatasari, I. A. (2020). *Kebijakan publik (teori, analisis, implementasi dan evaluasi kebijakan)*.
- Prabowo, R., Setiawan, F., Wibowo, J. M., Oktarina, R., & Rahmadia, N. A. (2022). *Evaluasi Kebijakan Pendidikan*. *Jurnal Impresi Indonesia*, 1(8). <https://doi.org/10.36418/jii.v1i8.298>
- Rahmat, A. (2021). *Kepemimpinan Pendidikan*. Yogyakarta: Zahir Publishing.
- Sania Putriana, S. O. (2016). *Kebijakan kepala sekolah dalam meningkatkan mutu pendidikan di MAN 3 Medan*. *Pendidikan Islam FITK UIN-SU*, 5, 1276.
- Silva, A. (2016). *What is leadership?*. *Journal of Business Studies Quarterly*.
- Sukmadinata, N. S. (2017). *Pengembangan Kurikulum: Teori Dan Praktek*. Bandung: Remaja Rosda Karya - Penelusuran Google. (N.D.). Retrieved May 26, 2022.
- Sururi, S., Hartini, N., & Munipah -. (2020). *KINERJA KEPALA SEKOLAH DI SD UNTUK MEWUJUDKAN “MERDEKA BELAJAR.”* *PEDAGOGIA*, 18(3), Article <https://doi.org/10.17509/pdgia.v18i3.29124>
- Suryaman, M. (2020). *Orientasi Pengembangan Kurikulum Merdeka Belajar*. In *Prosiding Seminar Daring Nasional: Pengembangan Kurikulum Merdeka Belajar Program Studi*



Pendidikan Bahasa Indonesia. UNIB Press.

Suryana, C., & Iskandar, S. (2022). Kepemimpinan Kepala Sekolah dalam Menerapkan Konsep Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(4), Article 4. <https://doi.org/10.31004/basicedu.v6i4.3485>

Taufan, Johandri & Mazhud, Fachri. (2016). Kebijakan-kebijakan Kepala Sekolah dalam Penyelenggaraan Pendidikan Inklusif di Sekolah X Kota Jambi, dalam *Jurnal Penelitian Pendidikan* 14(1),