

Date Received : June 2024
Date Revised : June 2024
Date Accepted : June 2024
Date Published : July 2025

THE PRINCIPAL'S POLICY IN ENHANCING TEACHERS' UNDERSTANDING OF THE MERDEKA CURRICULUM AT MTS YAPDI

Yusuf Ali Ahmad Harahap¹

Universitas Islam Negeri Sumatera Utara, Indonesia (yusufharahap458@gmail.com)

Mesiono

Universitas Islam Negeri Sumatera Utara, Indonesia (mesiono@uinsu.ac.id)

Kata Kunci:

Kebijakan, Kepala Sekolah, Kurikulum Merdeka

ABSTRACT

Penelitian ini bertujuan untuk mengetahui bentuk kebijakan kepala sekolah, strategi kepala sekolah, faktor pendukung dan penghambat, serta dampak dari kebijakan kepala sekolah dalam meningkatkan pemahaman guru tentang kurikulum merdeka di MTs YAPDI. Menggunakan Pendekatan Deskriptif Kualitatif, metode pengumpulan data meliputi: observasi wawancara, dan dokumentasi. Data dianalisis dengan model analisis interaktif. Hasil penelitian menunjukkan bahwa kebijakan kepala sekolah dalam meningkatkan pemahaman guru tentang kurikulum sangat antusias mengikut sertakan guru-guru dalam setiap pelatihan, workshop ataupun seminar terkait kurikulum merdeka, baik secara offline maupun online/ in the house (IHT). Kepala sekolah juga melakukan pendekatan yang bertahap dan berkelanjutan sekaligus pendampingan kepada guru-guru untuk ditiap kelas. Dan kepala sekolah juga memfasilitasi sekaligus melibatkan guru-guru dalam merencanakan pembelajaran dalam kegiatan musyawarah guru mata pelajaran (MGMP), dalam pengimplementasian kurikulum merdeka dan terakhir melakukan rapat evaluasi rutin kepada tenaga pendidik maupun kependidikan di MTs YAPDI. Selain itu juga terdaftar faktor pendukung diantaranya, mudahnya mengakses internet dan juga para guru juga tergolong kaum muda yang dimana sangat mudah menggunakan jejaring sosial, WKM juga membantu kepala sekolah dengan mengembangkan program terkait pembelajaran, mengatur anggaran untuk pelatihan dan sumber daya guru, dan juga guru-guru mendapatkan dukungan dari kepala sekolah dengan memberikan kebebasan serta memfasilitasi guru. Sedangkan faktor penghambat diantaranya, tidak serentak waktu pelatihan mata pelajaran relevan dengan kurikulum merdeka yang tersedia, menyebabkan sebagian guru tidak dapat mengikuti kesempatan tersebut sehingga mengakibatkan minimnya pemahaman guru dalam memahami kurikulum merdeka. hambatan terakhir itu keterbatasan sarana dan prasarana.

Keywords:

Policy, School
Principal,
Independent
Curriculum

ABSTRACTS

This research aims to understand the forms of school principals' policies, the strategies of school principals, the supporting and inhibiting factors, as well as the impact of school principals' policies in enhancing teachers' understanding of the independent curriculum at MTs YAPDI. Using a Qualitative Descriptive Approach, the data collection methods include: observation, interviews, and documentation. The data were analyzed using an interactive analysis model. The results show that the school principal's policy in enhancing teachers' understanding of the curriculum is very enthusiastic in involving teachers in every training, workshop, or seminar related to the independent curriculum, both offline and online/in-house (IHT). The principal also implements a gradual and sustainable approach along with mentoring for teachers in each class. The principal also facilitates and involves teachers in planning learning during subject teachers' discussions (MGMP), in the implementation of the independent curriculum, and finally conducts regular evaluation meetings for educators at MTs YAPDI. In addition, there are supporting factors such as easy access to the internet and the fact that the teachers are mostly young individuals who are very adept at using social networks. The WKM also assists the principal by developing programs related to learning, managing budgets for training and teacher resources, and providing support to teachers by granting them freedom and facilitating them. The inhibiting factors include, among others, the lack of synchronization in the timing of training for subjects relevant to the available independent curriculum, causing some teachers to miss out on the opportunity, resulting in a minimal understanding of the independent curriculum among teachers. The last obstacle is the limited facilities and infrastructure.

A. INTRODUCTION

Policy refers to a set of concepts and principles that serve as a guide and foundation in carrying out work, leadership, and actions. This term can be applied in various contexts, including government, organizations, private sector groups, and even individuals. The principal's policy in improving the learning process has proven effective. For instance, if a teacher is late or unable to teach, a substitute teacher will take over. Consequently, incentives will be given to the substitute teacher. Thus, classroom learning strategies aimed at stimulating students' learning motivation can function effectively (Jidan, 2022).

Policy is a social process that aims to create the common good within a particular community. Wherever we look whether in social or political organizations policy issues are always a concern. In the context of education, leadership is closely related to the principal's role in creating opportunities for effective meetings with teachers in a supportive atmosphere. Therefore, the principal's attitude should encourage teacher performance by showing genuine closeness and concern, both on an individual level and as part of a group.

The school principal acts as a supervisor and leader who drives change and innovation within the school environment. As a supervisor, the principal is expected to possess the competence to design learning supervision programs and carry out improvements based on the results of these supervisions. Learning supervision is a form of motivation provided by the principal to teachers and staff, with the aim of enhancing the learning environment. Through supervision, principals can stimulate, coordinate, and guide so that learning objectives are achieved efficiently and effectively (Kantor et al., 2020).

A principal is a selected figure who plays a crucial role in educational leadership. They are responsible for formulating and implementing an effective vision and mission for the entire school. In today's educational era, a successful and visionary school leader can create a positive and supportive learning environment. In turn, this has a direct impact on academic achievement and student well-being at the school.

The principal's policy plays a significant role in increasing teacher participation through an inclusive and motivational leadership model. The principal applies reward and motivation strategies to encourage teacher involvement. As expressed in an interview with the principal, rewards for high-performing teachers who are consistently punctual can boost morale and encourage greater teacher participation. This approach not only increases teacher engagement but also encourages them to continue innovating and contributing to the school's progress. In addition, the principal demonstrates adaptive leadership and is open to input from teachers and staff. This openness is reflected in the principal's willingness to accept ideas and suggestions, as well as to provide support and guidance to new teachers so they can adapt well and feel confident in their roles. This wise and fair leadership creates a positive working environment where teachers feel valued and supported (Mesiono & Mawaddah, 2021).

Minister of Education and Culture Regulation (Permendikbud) Number 40 of 2021 regulates the assignment of teachers as school principals in Indonesia. According to this regulation, teachers aspiring to become principals must meet several requirements, including having appropriate academic qualifications, educator certification, the "Guru Penggerak" certificate, at least the rank of "Penata Muda

Tingkat I,” and experience in educational management. School principals are responsible for leading the learning process and managing various types of educational units, including kindergartens, primary schools, secondary schools, and vocational schools. Additionally, prospective principals must have a good performance appraisal over the last two years, be physically and mentally healthy, free from narcotics and other addictive substances, and must not have been subjected to moderate or severe disciplinary sanctions (Permendikbud Ristek Number 40 of 2021).

The curriculum is one of the most influential aspects of the success of the learning process in national education. Beyond that, it serves as a system of learning programs designed to achieve institutional goals within an educational institution. Therefore, the role of the curriculum is vital in creating a quality school. To ensure the curriculum’s success, efforts are needed in curriculum management and administration (Sekolah, 2018).

Moreover, the curriculum plays a central role in the success of education. It must be carefully designed and managed so that educational goals can be achieved. Law Number 20 of 2003 governs the curriculum, giving flexibility to educational units to develop curricula in accordance with the needs and characteristics of their students. Thus, effective leadership and good curriculum management are key to building quality schools and achieving the collective good in the educational community.

The Indonesian law that regulates and defines the educational curriculum is Law Number 20 of 2003 on the National Education System (Sisdiknas Law). Here are some key points from the law related to the curriculum: Article 1, Paragraph 19: The curriculum is a set of plans and arrangements concerning objectives, content, teaching materials, and methods used as guidelines for the implementation of learning activities to achieve specific educational goals. Article 38: The central government establishes the curriculum framework and structure. Educational units are given the flexibility to develop the curriculum in detail according to regional needs, the characteristics of the school, and the learners. Article 39: The curriculum is an integral part of educational implementation that must be carried out in a comprehensive and continuous manner (Law Number 20 of 2003 on the National Education System).

In the implementation of merdeka curriculum, the principal plays a crucial role in optimizing all available resources in the school to ensure the curriculum’s success. The development of merdeka curriculum is heavily influenced by the principal’s leadership, particularly in the areas of education delivery and supervision. In this context, the principal functions as an educator, manager, administrator, supervisor, leader, innovation driver, and motivator for the entire school community.

One of the problems faced by MTs YAPDI is the condition of teachers that does not meet expectations. In reality, a number of teachers still fall short of the required standards of professionalism, and in some regions, many of them have not yet attained a bachelor’s degree. In addition, many teachers still struggle to develop creative and effective teaching methods, making it difficult to produce students who meet the expectations outlined in the law. Some teachers see their profession merely as a routine job, and thus lack the ability to instill essential educational values in their students.

Based on the above background, it can be concluded that the school principal’s policy at MTs YAPDI in implementing merdeka curriculum includes integrating the curriculum into the teaching and learning process. However, the school faces several

obstacles that hinder the optimal development of merdeka curriculum. One of the main challenges faced by the principal is the limited competence of teachers in applying merdeka curriculum, making it difficult to tailor learning to students' needs. Furthermore, the educational institution is not yet fully prepared to adapt to and keep up with technological advancements that affect various school activities, especially learning processes.

B. METHOD

This research employs a descriptive qualitative approach, focusing on the analysis of data derived from words, images, or behaviors. It also utilizes phenomenological theory (Edmund Husserl), which emphasizes individual subjective experiences and the meanings attached to those experiences. The data collected are not presented in the form of numbers or statistics, but rather conveyed in narrative form that reflects the situation or condition being studied. Three data collection techniques were used in this study: observation, interviews, and documentation. The data analysis consists of three interrelated activities that occur simultaneously, namely (1) data reduction, (2) data display, and (3) conclusion drawing.

C. RESULT AND DISCUSSION

The researcher will present the results of observations and interviews conducted in the field based on the title of this study, which is The Principal's Policy in Enhancing Teachers' Understanding of the Merdeka Curriculum at MTs YAPDI Medan. The findings of this research were obtained through data collection methods. Through interviews, the researcher obtained several findings relevant to the research problem regarding the principal's policy in enhancing teachers' understanding of the Merdeka Curriculum.

RESULT

Form of Policy

Based on direct interviews with informants and on-site observations, the findings reveal that the principal's policy at MTs YAPDI to improve teachers' understanding of the Merdeka Curriculum involves including teachers in Merdeka Curriculum training sessions and involving them in subject teachers' discussion forums (MGMP). As the principal stated in the interview:

"As for my policy, I always send teachers to attend Merdeka Curriculum training sessions. Whether offline training from the ministry or online webinars and seminars, I usually involve them in those activities. I also involve them in MGMP (subject teachers' discussion forums). These are usually held by subject teachers across different schools. That's my policy to enhance teachers' understanding of the Merdeka Curriculum."

Similarly, the vice principal, who assists the principal in implementing these policies, explained that efforts to enhance teachers' understanding at MTs YAPDI involve a gradual and continuous approach including in-house training (IHT), mentoring, and regular evaluation meetings. As stated by the vice principal:

"I don't just follow the instructions of the school principal, but I also develop and initiate internal policies to ensure that the implementation of the Merdeka Curriculum at this school goes well. Consider this policy as a guideline I created

to support the teachers. My policy is also gradual and continuous, such as training, mentoring, resource provision, and evaluation, through regularly organizing In-House Training (IHT) and workshops."

Several teachers also described the principal's policy, which the researcher has summarized as follows: the principal provides opportunities for teachers to participate in training and workshops related to the implementation of the Merdeka Curriculum, whether held by the ministry or other institutions. The principal also facilitates the implementation of the Merdeka Curriculum in the school. One teacher mentioned:

"Teachers participate in training and workshops as well as in seminars on the implementation of the Merdeka Curriculum so that the teachers in the school can understand and master the implementation of this curriculum. In addition, the principal also opens space for discussion with teachers who are struggling to understand and apply the Merdeka Curriculum."

Principal's Strategy

Based on interviews conducted directly with informants and observations, the second finding reveals the strategies implemented by the principal to enhance teachers' understanding of the Merdeka Curriculum at MTs YAPDI. These strategies include planning that involves teachers in discussions and regular evaluations, especially when teachers face difficulties implementing the curriculum in the classroom. As the principal stated:

"So usually I conduct evaluations, and through these evaluations, when teachers encounter obstacles, we discuss them together, we look for solutions together. That means there is openness between the leadership and the teachers, so when they face problems, we can discuss and solve them together."

The vice principal also shared the strategies used to support the principal, which include approaching the teachers, forming learning communities, and acting as a mentor for teachers in designing teaching modules and introducing new classroom strategies. The vice principal explained:

"My strategy to improve teachers' understanding of the Merdeka Curriculum at this school is multidimensional. So it's not just one approach, but a comprehensive and continuous package. For example, I formed a Core School Learning Community (Komunitas Belajar Inti Madrasah) and a Mentor System. I selected a few teachers who were quick to adapt and enthusiastic about the Merdeka Curriculum. I invited them to join the Learning Community, especially for similar subjects or levels. There is a schedule for mentoring and small group discussions that I facilitate, so I can provide personal guidance in designing teaching modules and creative learning ideas."

Furthermore, the teachers involved in these strategies noted that the principal provides adequate facilities and infrastructure, offers models or methods related to continuous learning, and provides access to learning resources and space for reflection. As one teacher stated:

"The school provides adequate facilities and infrastructure to support learning. In general, our principal does not give rigid instructions but more often offers various related and continuous methods. He also provides access to literature and learning resources, as well as space for discussion and reflection."

Supporting and Inhibiting Factors

These supporting and inhibiting factors are two crucial aspects that determine the effectiveness and impact of a principal's policy implementation. The principal revealed that one of the supporting factors in implementing the Independent Curriculum (Kurikulum Merdeka) is the easy access to the internet, which enables teachers to search and learn about the curriculum. Moreover, the majority of the teachers are relatively young and proficient in using technology. As for the inhibiting factor, the principal mentioned that training sessions are not always conducted simultaneously for all subjects, resulting in some teachers missing out on the opportunity to attend the training. As expressed by the principal:

"As for the supporting factors, alhamdulillah, the internet is easily accessible, so our way of learning has become much easier. Understanding the Independent Curriculum isn't limited to attending training sessions; we can now access learning materials online, on social media. There are also many creative teachers who explain the curriculum in detail online, so we can learn from them. That's a major supporting factor easy access to learning. Also, since most of our teachers are still relatively young, they are very quick to adapt to technology. Meanwhile, for the inhibiting factor, it usually comes up during training. For instance, there might be training from the ministry, but not all subjects are included at the same time. Some teachers at our school have never had the chance to attend Kurikulum Merdeka training simply because it wasn't scheduled for their subject area."

The Vice Principal also stated that one of the supporting factors in carrying out the principal's policy is the full support provided by the principal for every action taken by the Vice Principal. The principal also grants full autonomy to develop programs, manage budgets for training and resources, and supports every plan designed by the Vice Principal. The main inhibiting factor, however, is the limited availability of infrastructure and facilities. As the Vice Principal expressed:

"The supporting factor, alhamdulillah, is the full support I received from the Principal, which became the main foundation for all the success. The Principal not only granted permission but was also actively involved. He gave me full freedom to develop programs, manage training budgets and resources, and supported every plan I proposed. As for the inhibiting factor, it lies in the limited facilities and infrastructure. Although we try our best, sometimes implementing ideas such as P5 projects or differentiated learning becomes challenging when the school facilities are not yet fully adequate."

Likewise, other teachers also experienced both supporting and inhibiting factors in understanding the Independent Curriculum. In summary, the supporting factors include the principal's support in granting teachers autonomy, creating open discussion forums, and providing adequate facilities. The inhibiting factors include teachers' limited understanding of the curriculum due to a lack of enthusiasm to participate in available training and inadequate facilities. As one teacher stated:

"As a supporting factor, the principal often gives us the freedom to follow the students' interests. Besides offering training, the principal also provides us with support and motivation, and takes an active role during the implementation of the Independent Curriculum in school. The inhibiting factors are quite significant, such as the lack of understanding among teachers, the limited

number who participate in training, insufficient facilities and infrastructure, and difficulties in planning and time constraints when implementing the curriculum.”

Policy Impact

The policy impact refers to the overall effects resulting from the principal's decisions. Based on interviews conducted with the principal, it was revealed that the policy had a strong impact, with nearly 90% of the teachers now understanding and being able to implement the Independent Curriculum at MTs YAPDI. As stated by the principal:

“Based on our evaluation and monitoring, alhamdulillah, around 80% to almost 90% of the teachers now understand the Independent Curriculum. This means they can apply it to their students and genuinely sit down and understand the curriculum so they are able to implement it effectively.”

The Vice Principal also commented on the policy's impact, explaining that most teachers at MTs YAPDI already understand the foundational concepts of the Independent Curriculum. As the Vice Principal said:

“As the Vice Principal in charge of Curriculum, I have observed the effects of various policies on the teachers' ability to understand the Independent Curriculum. Overall, I would say that the impact of these policies has been quite significant and generally positive, although the level of success varies among the teachers. It's like planting seeds not all grow the same way, but most of them show good results. One of the most evident impacts is the improvement in teachers' conceptual understanding of the curriculum.”

Some teachers also expressed the impact of the principal's policy on improving their understanding of the Independent Curriculum. Each teacher has gained new insights from its implementation, which aligns with their students' interests and talents. Furthermore, teachers have received updated references regarding the policy. As one teacher stated:

“The impact on teachers is that each of us can now teach new things that match our students' needs in the classroom. Because we as teachers now prioritize learning based on the students' interests and talents. Also, we have gained new references and knowledge through this policy.”

DISCUSSION

This study found that the principal at MTs YAPDI has implemented strategic policies aimed at enhancing teachers' understanding of the Merdeka Curriculum. These policies were carried out through various approaches, including training, mentoring, and facilitating teacher learning activities. The findings indicate that the principal is not merely fulfilling administrative duties, but also taking the role of an instructional leader actively guiding teachers through the curriculum transformation process.

Policy Forms

The principal's policies included involving teachers in Merdeka Curriculum training, teacher working groups (MGMP), and In-House Training (IHT), as well as providing space for regular discussions and evaluations. This indicates that the principal acts as a facilitator of change, providing opportunities for teachers' professional development. According to Mulyasa (2013), successful school leaders in

implementing educational policies are those who are able to build sustainable and contextual training systems.

Furthermore, this finding aligns with Handayani & Prasajo (2022), who emphasized that teachers' participation in training and professional development is a key component for the success of the Merdeka Curriculum, which emphasizes flexibility and responsiveness to students' individual needs.

Principal's Strategies

The strategies employed by the principal include collaborative approaches, forming learning communities, mentoring, and providing supporting facilities. These strategies reflect the principles of a Professional Learning Community (PLC), which, according to Nurlela and Saputra (2023), enhance teachers' effectiveness in understanding and implementing new educational policies, including the Merdeka Curriculum.

The principal also fostered a supportive work environment, strengthening collaboration among teachers in tackling challenges and designing learning solutions. This is in line with Marzuki et al. (2022), who stressed the importance of two-way communication between leaders and teachers to ensure that policy strategies are truly aligned with real needs in the field.

This approach demonstrates transformational leadership practices, where the principal not only gives direction but also mentors teachers to grow professionally and pedagogically (Fitriani & Susanto, 2023).

Supporting and Inhibiting Factors

Supporting factors identified include access to the internet, the digital competence of younger teachers, and structural support from the principal in the form of facilities, funding, and discussion spaces. These findings are reinforced by Sari et al. (2023), who revealed that infrastructure readiness and leadership support are essential for successful Merdeka Curriculum implementation in digitally driven schools.

However, obstacles were also identified, such as irregular training schedules, limited facilities, and low motivation among some teachers to attend training. These challenges reflect systemic issues, as also noted by Putri and Hidayat (2020), who found that some teachers still lack professional awareness of the urgency of curriculum reform.

In this context, it is crucial for school principals to foster a school culture that is adaptive to change and addresses teachers' motivational aspects so that they participate in training not just for compliance, but with a genuine understanding of the Merdeka Curriculum.

Policy Impact

The policy has had a significant impact. Approximately 90% of the teachers at MTs YAPDI have understood and are capable of implementing the Merdeka Curriculum effectively. Teachers have begun to adapt their learning processes based on students' interests and needs, which is in line with the differentiation principles emphasized by the Merdeka Curriculum.

These positive outcomes suggest that the school principal's policy has contributed to a shift in the learning culture among teachers. Consistent with the findings of Ramadhani & Yusuf (2024), active teacher engagement in flexible and adaptive teaching practices is an early indicator of success in implementing the Merdeka Curriculum.

Therefore, the principal's policies at MTs YAPDI have not only provided conceptual understanding to teachers but also encouraged more contextual and student-centered teaching practices.

D. CONCLUSION

This study concludes that the principal's policy at MTs YAPDI has played a crucial role in improving teachers' understanding of the Merdeka Curriculum. The findings show that the principal adopted various supportive measures, including involving teachers in trainings, MGMP forums, in-house trainings (IHT), regular evaluations, and mentoring. These efforts reflect a form of collaborative and instructional leadership that prioritizes teacher development and readiness to implement curriculum changes. Strategically, the principal created a learning ecosystem within the school by facilitating teacher discussions, forming learning communities, and offering access to relevant literature and digital resources. Teachers were encouraged to innovate, design modules, and reflect on their practices. Such approaches are in line with modern leadership theories that promote distributed leadership and professional learning communities.

Several supporting factors were identified, such as good internet access, digital-savvy young teachers, and a strong collaborative culture. Meanwhile, some challenges such as limited facilities, uneven training schedules, and varying levels of teacher enthusiasm were also acknowledged. Despite these obstacles, the principal's policies have had a significant impact evidenced by the fact that nearly 90% of teachers reported an increased understanding of the Merdeka Curriculum and were able to apply it in classroom settings. Teachers also gained new perspectives and resources to better support student needs in a more flexible and independent learning environment.

In summary, the principal's well-structured and inclusive policies have successfully laid the foundation for the implementation of the Merdeka Curriculum at MTs YAPDI, offering valuable insights into the role of school leadership in managing educational change effectively.

REFERENCES

- Ansar, A., Arismunandar, & Wahira. (2023). Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru di SMA Negeri 2 Bone. *Kelola: Jurnal Manajemen Pendidikan*, <https://doi.org/10.24246/j.jk.2023.v10.i2.p187-197>
- Bell, S. (2020). Project-Based Learning for the 21st Century: Skills for the Future. *Journal of Educational Research and Practice*, 10(1), 1-10.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2019). *Learning Policy: When State Education Reform Works*. Yale University Press.
- Dunn, W. N. (2018). *Public Policy Analysis: An Introduction*. Routledge
- Fitriani, L., & Susanto, H. (2023). Transformational Leadership in Education: Its Impact on Teacher Performance in Implementing Curriculum Changes. *Jurnal Kependidikan Islam*, 14(1), 55-67.
- Guskey, T. R. (2020). Professional Development and Teacher Change. *Professional Development in Education*, 46(1), 1-12.
- Handayani, S., & Prasojo, L. D. (2022). *Teachers' Readiness in Implementing the Merdeka Curriculum: A Study in Secondary Schools*. *Jurnal Pendidikan Dasar*, 13(2), 101-112.
- Hidayat, E., Pardosi, A., & Zulkarnaen, I. (2023). Efektivitas Kepemimpinan Kepala Sekolah Dalam Penerapan Kurikulum Merdeka Pendahuluan. 6(1), 9-18.
- Hord, S. M., & Tobia, E. F. (2020). Reclaiming Our Teaching Profession: The Power of Educators Learning in Community. *Journal of Staff Development*, 41(2), 34-37.
- Hulmiati, M. Ary Irawan, dan Haromain. (2021). Strategi Kepala Sekolah Dalam Pemberdayaan Guru Dan Tenaga Kependidikan di SMAN 1 Narmada. *Jurnal Cahaya Mandalika* ISSN 2721-4796 <https://doi.org/10.36312/jcm.v2i1.318>
- Irawan, A., & Suharyati, H. (2023). Analisis Dampak Kebijakan Kurikulum Merdeka Belajar Kampus Merdeka (Mbkm) Pada Perguruan Tinggi: Literatur Review. *Research and Development Journal* <https://doi.org/10.30998/rdje.v9i2.19419>
- Isa, I., Hartoyo, H., & Rahmadayanti, R. (2022). Peran Kepemimpinan Kepala Madrasah dalam Pengembangan Kurikulum Merdeka. *Jurnal Bisnis dan Pendidikan Islam*.
- Islam, U., Sumatra, N., & Medan, U. (2023). Peran Kepala Sekolah Dalam Mengembangkan Kurikulum Merdeka Belajar Neliwati 1 , Azra Humaira 2 , Fatin Syahirah 3 , Salwa Nabila Damanik 4. 4(2), 371-383.
- Istikomah, I. (2018). Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *NUR EL-ISLAM: Jurnal Pendidikan Dan Sosial Keagamaan*, 5(2), 26-53. <https://doi.org/10.51311/nuris.v5i2.107>
- Jidan. (2022). Kebijakan Kepala Sekolah Dan Kinerja Guru Terhadap Perspektif Pembinaan SMAN 2 Nanga Pinoh Kabupaten Melawi. *Jurnal Bimbingan Konseling*, 2(2), 43-57.

- Kantor, S. A., Agama, K., & Jember, K. (2020). Supervisi Kepala Madrasah Berbasis Penilaian Kinerja Sebagai Upaya Peningkatan Profesionalitas Guru. *Jieman.lain Jember.Ac.Id*, 2(1).<https://doi.org/10.35719/Jieman.V2i1.14>
- Lathifah, A., Kurniawati, L., & Kanak-kanak, G. T. (2024). LANGKAH-LANGKAH STRATEGIS KEPALA MENGEMBANGKAN KETERAMPILAN ABAD 21 BAGI GURU TAMAN KANAK-KANAK. 7, 7142–7148.
- Marzuki, M., Nurdin, I., & Azizah, N. (2022). School Principal Leadership in Responding to Curriculum Change. *Journal of Educational Management*, 11(3), 221–230.
- Medica, P., Husada, F., Ustiawaty, J., Medica, P., Husada, F., Andriani, H., Sukmana, D. J., & Mada, U. G. (2020). Buku Metode Penelitian Kualitatif & Kuantitatif (Issue April).
- Mekarisce, A. A., & Jambi, U. (n.d.). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat Data Validity Check Techniques in Qualitative Research in Public Health. 12(33).
- Merdeka, K., Di, B., & Dasar, S. (2022). Jurnal Pendidikan dan Pembelajaran Sekolah Dasar. 6, 1–24.
- Mesiono, & Mawaddah, R. (2021). Komunikasi Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Mis Bidayatul Hidayah Makmur Kabupaten Deli Serdang. *Journal Ability: Journal of Education and Social Analysis*, 2(3), 1–9. <https://jurnal.usahid.ac.id/index.php/mahardikaadiwidia/article/view/34>
- Mulyasa, E. (2013). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Bandung: PT Remaja Rosdakarya.
- Nurlela, S., & Saputra, R. (2023). Professional Learning Communities as a Strategy to Strengthen Teachers' Understanding of the Merdeka Curriculum. *Jurnal Inovasi Pendidikan*, 9(1), 45–57.
- Nurwiatin, N. (2022). Pengaruh Pengembangan Kurikulum Merdeka Belajar Dan Kesiapan Kepala Sekolah Terhadap Penyesuaian Pembelajaran Di Sekolah. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 9(2), 472–487. <https://doi.org/10.47668/edusaintek.v9i2.537>
- Pane, D., & Telaumbanua, D. A. (2024). Implementasi Kurikulum Merdeka : Strategi Guru Dalam Mengelola Kreativitas Belajar Siswa Pada Sekolah Dasar. 6(2), 96 104.
- Permendikbud Ristek Nomor 40 Tahun 2021: Permendikbud Ristek 40 Tahun 2021
- Putri, A. R., & Hidayat, T. (2020). Analysis of Teacher Readiness in the Implementation of Merdeka Curriculum. *Jurnal Evaluasi Pendidikan*, 5(2), 135–144.
- Rahman, M., & Santoso, D. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Pendidikan dan Kebijakan*, 12(3).
- Ramadhani, F., & Yusuf, M. (2024). *Effectiveness of School Policies in Enhancing Teacher Literacy of the Merdeka Curriculum*. *Jurnal Manajemen Pendidikan Islam*, 12(1), 88–98.
- Sari, A. P., & Putri, M. (2022). Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Guru terhadap Kurikulum Merdeka. *Jurnal Manajemen Pendidikan*.

- Sari, P. D., Wijaya, R., & Kartika, M. (2023). Infrastructure Challenges in the Implementation of the Merdeka Curriculum in Digital Schools. *EduTech: Journal of Educational Technology*, 7(2), 120–130.
- Siahaan, A. (2018). *Kepemimpinan pendidikan (Aplikasi kepemimpinan efektif, strategis, dan berkelanjutan)*. CV. Widya Puspita.
- Sekolah, D. I. (2018). Manajemen kurikulum di sekolah.
- Suryati, L., Nizwardi Jalinus, Rizal Abdullah, & Sri Rahmadhani. (2023). Dampak Penerapan Kurikulum Merdeka dalam Prespektif Filsafat Konstruktivisme pada Pendidikan Vokasi. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(2), 195–202. <https://doi.org/10.23887/jppp.v7i2.57408>
- Trust, T., Krutka, D. G., & Carpenter, J. P. (2020). “Together We Are Better”: Professional Learning Networks for Teachers. *Journal of Research on Technology in Education*, 52(1), 1–15.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- Wijaya, H., & Susanto, A. (2020). Peran Kepala Sekolah dalam Peningkatan Kualitas Pembelajaran melalui Kurikulum Merdeka. *Jurnal Penelitian Pendidikan*.
- Zepeda, S. J. (2019). *Instructional Supervision: Applying Tools and Concepts*. Routledge.

