

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

MANAGEMENT OF THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM FOR MULTI-SITE STUDIES AT SMA NEGERI 3 AND SMA NEGERI 7 BANJARMASIN

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Abstract

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This study aims to describe the management of the implementation of the Independent Curriculum in two high schools, namely SMA Negeri 3 and SMA Negeri 7 Banjarmasin, focusing on three main aspects: readiness for implementation, principal's strategy, and efforts to develop teacher professionalism. The research approach used is qualitative with a multi-site study design. Data collection was carried out through observation, in-depth interviews, and documentation, then analyzed singly and across sites. The results of the study show that both schools have shown readiness in developing the curriculum of educational units, compiling teaching modules, and learning tools that are in accordance with the characteristics of students. SMA Negeri 3 emphasizes more on internal development based on the aspirations of school residents, while SMA Negeri 7 uses references from the Ministry of Education and Culture. The principal's strategy in implementing the Independent Curriculum includes supervision, coaching, reflection, and providing feedback. At SMA Negeri 3, the strategy is more collaborative and participatory by involving parents and the community, while at SMA Negeri 7 the approach is more systematic and structured. In terms of developing teacher professionalism, the two schools carried out training, certification improvement, and the use of digital learning platforms. Cross-site findings show that differences in managerial strategies have an impact on variations in curriculum implementation, but both have similar challenges in terms of evaluation and continuous monitoring. This study recommends the need to strengthen a more contextual teacher evaluation and training system so that the implementation of the Independent Curriculum can take place optimally and sustainably.

Keywords: Management of the implementation of the independent curriculum, readiness for implementation, strategies, and development efforts.

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INTRODUCTION

The progress of a nation is determined by the quality of human resources. The development of the current very advanced era is meaningless if it is not supported by quality human resources. Education has a very important role in building quality human resources, this is in line with article 3 of Law number 20 of 2003 concerning the national education system which states that the purpose of education is to create or develop the potential of students to become human beings who are faithful, devoted to God Almighty, have noble, healthy, knowledgeable, creative morals, capable, independent, and democratic and responsible. In the world of education, educational institutions are tasked with creating new quality human resources. Therefore, educational institutions need good

management in achieving educational goals and being able to develop the potential of students (Mantiri, 2019).

The success of an educational institution is related to the management that is applied, as a universal meaning of art and science in carrying out the functions of planning, control, supervision, personnel, and professionalism. Therefore, educational institutions that want quality in *their outputs* certainly need good management (Hadiyanti, Islmaati, & Wahmad, 2024). The root of a superior educational institution system is the curriculum management that is carried out in the school. With superior curriculum management, it will print superior *quality output* so that science, technology and innovation are sustainable so that people's lives become more harmonious and advanced.

The curriculum holds a key position in education, because it is related to the direction, content and process of education that ultimately determines the type and qualifications of graduates of an educational institution. Curriculum development is the process of curriculum planning in order to produce a broad and specific curriculum plan. This process is related to the selection and organization of various components of the teaching and learning situation, including the determination of the curriculum organization schedule and the specifications of suggested objectives, subjects, activities, resources, and measuring tools (Dhani, 2020).

The curriculum is one of the components that has an important role in the educational institution system, because the curriculum does not only formulate the goals that should be achieved but will ultimately clarify the direction of educational goals, and will ultimately provide experience to students (Roziqin, 2019).

The curriculum runs well, so there must be systematic and planned management in a management coordinated by the leadership of institutions whose credibility is trusted. For this reason, curriculum planning must be carried out as well as possible, involving the community in helping and controlling the implementation of the curriculum. Includes aspects of planning, organizing, implementing and evaluating the curriculum. Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system in order to achieve curriculum goals. In its implementation, curriculum management must be developed in accordance with the context of School-Based Management (SBM). Therefore, the autonomy given to educational institutions or schools in managing the curriculum independently by prioritizing the needs and achievement of goals in the vision and mission of educational institutions or schools does not ignore the national policies that have been set (Rusdiana & Ratnawulan, 2021).

Curriculum development is important to be carried out on the basis of improving the quality of education. The change of the curriculum from the 2013 curriculum to the independent curriculum is the answer to the challenges of education in the current era. The independent curriculum initiated by the Minister of Education and Culture Nadiem Anwar Makarim formulated several new policies and was born due to the fading of the orientation of education itself. Conceptually, this independent curriculum provides freedom for institutions and students in carrying out the learning process. Therefore, it is necessary to implement an independent curriculum with the hope of developing courage and independence to think independently, enthusiasm for learning (correlated with attitudes that show high curiosity), confidence and optimism, fostering freedom of thought and being able to accept successes and mistakes (Marlina T., 2022).

The urgency of the birth of the independent curriculum is the recovery of learning in 2022 to 2024. The recovery in question is the impact of the Covid-19 pandemic that has spread in Indonesia to have an impact on all institutions and the process of implementing educational activities. The contribution of the importance of the independent curriculum is in its inclusive learning. The inclusion in question is that in learning it is necessary to introduce differences. So that students know and understand the benefits of differences

themselves. In the independent curriculum, learning activities are carried out in accordance with the achievements of students. So that learning is carried out flexibly according to the ability of students (Marlina T., 2022).

In addition, one of the other education problems faced by the government is the low quality of education at various levels. This is influenced by various factors, including curriculum, facilities, methods, teachers, administration, students, and others. Efforts that can be made to overcome the problem of low quality education are the management of curriculum implementation in schools. Curriculum management in schools requires the creativity of parties related to the school, so that it can be adjusted to the conditions of students, school conditions, and the socio-cultural community around the school (Sutrisno, et al, 2022). Therefore, their active role in curriculum development has a great influence on the effectiveness of school institutions and makes schools different from each other as characteristics in accordance with their vision and mission (Huda, 2017). According to Triyarsih (2019), community participation has a great influence on curriculum management in schools because it is the community that determines the direction and goals of education. Cooperation between schools and the community is a vital need for the smooth running of school education in general, and to improve the learning achievement of students in particular.

The data above is something that should be a trigger for schools as educational institutions to improve the quality of education. The reality on the ground shows that there are many excellent schools in which there is a quality curriculum management system. This can be seen from the number of students who excelled at the school and won awards in various competitions, especially in the academic field, both at the regional, national and international levels.

Curriculum management can optimize the success and progress of education in schools and provide significant changes to the overall quality of education. By carrying out management functions that are summarized in the term POAC, namely *planning, organizing, actuating, controlling*, where in the *controlling* function one of the important things is efforts to develop teacher professionalism. The development of teacher professionalism is a global concern, because teachers have the task and role not only to provide scientific and technological information, but also to form attitudes and souls that are able to survive in the current era (US, 2015).

These efforts as explained above have been carried out by SMA Negeri 3 and SMA Negeri 7 Banjarmasin, both of these sites are sites that have implemented an independent curriculum. Although they have various limitations, it does not prevent the two schools from continuing to manage the implementation of the independent curriculum to improve the quality of education. In this regard, the researcher took the subject of research on curriculum management. The researcher took two schools that were used as research sites, namely SMA Negeri 3 and SMA Negeri 7 Banjarmasin. Over time, the improvement in the quality of education is evidenced by the advantages possessed by the two schools above, that each teacher makes efforts to develop professionalism as a curriculum implementer. This is also inseparable from the support and encouragement of school principals who have a strategy in implementing the independent curriculum in order to improve the quality of education and to have many students who excel both in the academic and non-academic fields.

On the first site, SMA Negeri 3 Banjarmasin is a school that has advantages in various fields. Many achievements have been achieved. Especially in recent years. Starting from academic achievements from various subject competitions, poster design, national science olympiad (OSN) various subjects from the city level to the national level and have won many medals from silver to gold. Many non-academic achievements have also been

achieved, one of which is a champion in taekwondo, mayor's *cup* , and champion in shooting and karate.

The excellence of SMA Negeri 3 Banjarmasin is not spared from the ability of the Principal to carry out school-based management, with superior school curriculum management. The principal motivates and facilitates teachers to improve their competence and understanding of the implementation of the independent curriculum.

On the second site, SMA Negeri 7 Banjarmasin also has many advantages and achievements from various fields. This school is included in the list of the 1000 best schools in Indonesia with a ranking based on the average score of the Scholastic Potential Test (TPS) of the Computer-Based Writing Exam (UTBK) from UTBK exam participants in 2020. While in South Kalimantan, it is the 3rd best and while the Banjarmasin City level is the first best. Many achievements have been achieved, one of which is 3rd place in the writing competition, the National Science Olympiad (OSN) in various subjects, smart and meticulous, coloring and many more. The excellence of SMA Negeri 7 Banjarmasin is also not spared from the ability of the Principal to carry out school-based management, with superior school curriculum management. SMA Negeri 7 Banjarmasin presents a lot of learning in extracurricular activities, such as paskibraka, dance, basketball, and has won many competitions. A real example is the basketball invitation competition that won the best champion for 2 boys, 3rd place for Indonesian paskibra at the high school level, and many more.

The advantages of the two schools that have been described above are something interesting to research. Because on both sides, this school both has good curriculum management so that it scores many achievements from various fields. Therefore, the researcher is interested in conducting research in both schools with the title Management of the Implementation of the Multi-Site Independent Curriculum at SMA Negeri 3 and SMA Negeri 7 Banjarmasin.

RESEARCH METHOD

This study uses a qualitative approach with a multi-site study design carried out at SMA Negeri 3 and SMA Negeri 7 Banjarmasin. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation studies. Interviews were conducted with school principals, vice principals for curriculum, teachers, and education personnel relevant to the implementation of the Independent Curriculum. The instruments used include structured interview guidelines, observation sheets, and document analysis formats. The research procedure includes the pre-field stage (licensing and development of instruments), field data collection, and continuous data analysis. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawn, both individually for each site and cross-site to compare management practices in the two schools. The validity of the data is maintained through triangulation techniques of sources and methods, as well as tests of credibility, dependability, and confirmability according to qualitative research standards.

RESEARCH RESULTS AND DISCUSSION

Research Results

This research produced key findings related to the management of the implementation of the Independent Curriculum in two schools, namely SMA Negeri 3 and SMA Negeri 7 Banjarmasin, focusing on three aspects: readiness for implementation, principals' strategies, and the development of teacher professionalism.

1. Readiness for the Implementation of the Independent Curriculum

Both schools showed sufficient readiness in compiling the curriculum of the

educational unit. SMA Negeri 3 emphasizes more on internal development based on the aspirations of school residents, while SMA Negeri 7 uses references from the Ministry of Education and Culture. Both have prepared teaching modules, lesson plans, and learning tools that are in accordance with the characteristics of students.

2. Principal's Strategy

The managerial strategy of the principals in both schools includes routine supervision, teacher coaching, as well as reflection and feedback. At SMA Negeri 3, the principal actively communicates with parents and the community. Meanwhile, at SMA Negeri 7, the approach is more structured through habituation and strengthening work culture.

3. Teacher Professionalism Development

Both schools have sought to improve teacher professionalism through training, certification, and involvement in the learning community. SMA Negeri 3 brings in more external speakers, while SMA Negeri 7 maximizes digital platforms such as PMM (Independent Teaching Platform) to strengthen teacher competence.

4. Cross-Site Findings

Cross-site analysis shows that differences in principals' strategies have an impact on variations in curriculum implementation approaches. SMA Negeri 3 is more flexible and participatory, while SMA Negeri 7 is more systematic and structured. However, both have the same challenges in terms of continuous evaluation and monitoring of curriculum implementation as a whole.

Table 1. Summary of Key Findings in Both Schools

Aspects	SMA Negeri 3 Banjarmasin	SMA Negeri 7 Banjarmasin
Curriculum Readiness	Based on internal aspirations	Based on an example from the Ministry of Education and Culture
Principal's Strategy	External supervision, reflection, partnership	Supervision, habituation, control system
Teacher Development	External training and certification	Utilization of PMM and learning communities

These findings underscore the importance of the role of school principals in ensuring the successful implementation of the Independent Curriculum, while demonstrating the need for a more systematic monitoring and evaluation design in the future.

Discussion

Based on the exposure of the research results in Chapter IV, in this section the author will discuss the research results that the author has summarized in accordance with the research focus of this thesis, namely "Management of the Implementation of the Multi-Site Independent Curriculum at SMA Negeri 3 and SMA Negeri 7 Banjarmasin". The discussion used by the author in this section refers to the focus of the research, namely, (a) How is the readiness for the implementation of the independent curriculum in SMA Negeri 3 and SMA Negeri 7 Banjarmasin?, (b) What is the strategy of the principal in the implementation of the independent curriculum in SMA Negeri 3 and SMA Negeri 7 Banjarmasin?, (c) How are efforts to develop the professionalism of teachers as implementers of the independent curriculum in SMA Negeri 3 and SMA Negeri 7 Banjarmasin? This research is related to the implementation of the independent curriculum and the learning process in the classroom.

a) Readiness for the Implementation of the Independent Curriculum

Schools as educational institutions are tasked with organizing the educational process and teaching and learning process in an effort to educate the nation's life (Suhaimi

& Efendi, 2018). Education in schools plays a role as a means to realize one of the goals of a country, which is to educate the life of the nation and develop the whole Indonesian people. Schools have complex and unique nature, so schools as organizations require high coordination (Poernamawijaya, Sulaiman, Suriansyah, & Dalle, 2018). For this reason, professional management is needed, because management studies prove that the success of 80% of educational institutions is determined by the management of the institution (Suriansyah, 2015). According to Jariah, Suriansyah, and Ngadimun (2021), management is a process of planning, organizing, directing, and supervising the efforts of organizational members and other organizational resources to achieve predetermined organizational goals. In the field of education, especially preparing for the implementation of the curriculum is the main element to minimize obstacles or obstacles faced in schools. Based on how the curriculum is formed, when the curriculum is implemented, it is very necessary to organize all groups. This organizing process will be closely related to planning or preparation before implementation (Rosmana, et al., 2023). According to Suhaimi, Erny, and Amberansyah (2022), improving quality in schools can be achieved with good planning.

Planning and supervision are elements of management because without careful planning and a clear development vision, schools will run without direction (Hartono & Sulaiman, 2020). Complete and perfect planning must contain six elements, 5W+1H which includes five questions, namely: (1) *What* does it mean what action must be taken, (2) *Why* means what is the reason for the action to be done, it needs to be explained and explained why the activity must be carried out and why the goal must be achieved, (3) *Where* meaning where the action will be carried out, the Planning must contain where the work will be completed, it is necessary to provide the means and facilities to do the work, (4) *When* means when the action is carried out, it needs to be scheduled the time and when the work starts until it is completed, (5) *Who* This means who will do it, regarding the workers who do the work. In addition, clarity is also needed on the authority and responsibilities of the assignor, (6) *How*, namely how to carry out the work (Wardane, Wahyu, & Suhaimi, 2023). Strategic planning is able to make optimal performance by involving all school components, even more than that, school planning involves and empowers all school components and external parties who are interested in school progress (Wardane, Wahyu, & Suhaimi, 2023).

According to Suhaimi, Erny, and Amberansyah (2022), a superior school is a school that has a curriculum that is enriched to the maximum in accordance with learning demands, supporting facilities and infrastructure, and a conducive learning environment. Schools are educational institutions that aim to achieve national education goals, and their success is highly dependent on human resources, including principals, teachers, students, administrative staff, and other education personnel (Harahap, Suriansyah, & Suhaimi, 2019).

Initially, the implementation of the independent curriculum was not carried out simultaneously and referred to policies that gave schools flexibility in implementing the curriculum. Data collection on school readiness in implementing the independent curriculum was carried out by the Ministry of Culture, Research and Technology which showed that many public and private schools were ready and registered to implement the independent curriculum with the independent learning category as many as 35,334, in the independent category changed as many as 59,429 schools, the independent category of 3,607 which began to be implemented in the 2022/2023 school year including the PAUD level, Elementary, Junior High, and High School (Rahmadayanti & Hartoyo, 2022).

The findings on sites 1 and 2 in preparation for the implementation of the curriculum are carried out with the active role of all educational resources in schools. The decision-making process carried out by school principals goes through various stages, namely problem identification, data collection and analysis, making alternative decisions,

choosing the best alternative to be made into a decision, by involving all school and foundation residents. The principal always provides opportunities for teachers and employees to express their ideas in democratic decision-making in schools by involving all school and foundation citizens (Suhaimi & Khalik, 2018). This is in accordance with research conducted by Fitriani, Suriansyah, and Ngadimun (2023) that curriculum management planning that is prioritized is a method of deliberation between teachers and students, and includes the development of cognitive, affective, and psychomotor aspects to improve the quality of education in schools.

In addition, the readiness for the implementation of the curriculum on sites 1 and 2 is the design of the operational curriculum of educational units, the design of modules and lesson plans, and the design of learning tools. According to Suriansyah, Purwanti, and Agusta (2023), documents that should be available in schools are quality standard documents including SOPs developed by schools containing what they want to achieve, how standards are achieved, and how many achievements must be produced, teacher lesson plan documents that at least contain approaches, learning models and strategies that teachers must do, and documents about student character/behavior in the form of student discipline, starting from coming to school, clothes, using motorbikes and others complete with punishments for those who violate these ethics. The learning process becomes ineffective if the strategies or methods set out in the lesson plan are not in accordance with the characteristics of the students (Mardianti, Suriansyah, & Suhaimi, 2020). Teachers are given the freedom to choose various teaching tools so that learning can be adjusted to the needs and learning interests of students (Safitri, et al., 2024).

What is prepared in curriculum planning are the stipulations (standards) of curriculum documents, curriculum development teams (TPK), curriculum systems and content, characteristics and needs of students, and input from the previous curriculum. Curriculum planning activities can be carried out at the beginning or end of each semester, including at the beginning or before the new school year. In planning activities, all parties are involved (teachers, infrastructure team, TU, vice principals, principals, as well as external parties such as school supervisors and parents of students). The planning formulation process by the principal and the management team is the Operational Curriculum of the Education Unit (KOSP), the planning of school teachers is all teaching (academic) documents, and the period of time set in the curriculum planning activities can vary from per project, monthly, per semester, per year (ideal), to the long term of three to five years according to the needs (Irwanto, Aslamiah, & Ngadimun, 2024).

Another finding from sites 1 and 2 is that in preparation for the implementation of the curriculum, training teachers is in line with the research results of Husain, Agustina, Rohmana, & Alimin (2023) that one of the efforts to prepare for the implementation of the independent curriculum is to prepare teachers through training. This training has made an improvement in teachers' understanding and skills regarding the implementation of the independent curriculum (Sutrisno, 2025). Training and policies that encourage the active participation of all *education stakeholders* (Nashar, Sa'dah, Aslamiah, & Cinantya, 2024).

b) School Principal's Strategy in Curriculum Implementation

Strategy is the key to the policies and decisions used in management, which have a major impact on the end goal to be achieved. Strategy is a way or strategy used in doing something to achieve certain goals precisely, effectively and efficiently (Suhaimi & Amberansyah, 2022). The level of progress of educational institutions everywhere is always in line with the quality of their principals (Najib, Aslamiah, & Asniwati, 2024). An advanced and quality school cannot be separated from the leadership role of the principal. Because the holder of policy and commitment in school management is the principal with various attributes and roles. School principals are one of the components of education that

play the most role in advancing and developing the quality of education (Hafidz, Wiyono, Imron, & Suriansyah, 2019). The principal as a leader needs to have a certain strategy to develop the motivation of educators and education personnel in their work environment. As a school principal, he is required to be able to make changes and breakthroughs to improve the quality and quality of schools (Muntatsiroh & Hendriani, 2023).

One of the factors that affect teacher performance is the leadership of the principal. (Meliana, Aslamiah, & Sulaiman, 2023). As a leader in his environment, the principal is obliged to carry out administrative tasks and take care of how to organize all school programs. He must lead and direct aspects of the administrative and educational process in his school so that the school he leads becomes dynamic and dialectical. Effective and efficient school management cannot be separated from the duties and functions of the principal, so as to create a work culture that can create an ideal learning process and work atmosphere for teachers (Sahara, Suriansyah, & Ngadimun, 2020). According to Lasno, Suriansyah, and Saleh (2019), the role of school principals as leaders appears in an effort to influence school staff to carry out their duties with enthusiasm to achieve educational goals. A successful principal is a principal who understands the existence of a school as a uniquely complex organization and is able to carry out its role in leading the school.

A good leadership strategy should consider various factors such as culture, strengths and weaknesses, and the external environment. The leadership role of the principal in educational institutions is the key to success in the school system. The principal is not just a position or position, but a job full of responsibility, commitment, honesty, justice, and has a strong vision, as well as consequences for the things he has set to carry out the learning process (Purwanti, Aslamiah, & Suriansyah, 2024).

According to Muntatsiroh and Hendriani (2023), one of the strategies that must be carried out by school principals is to carry out supervision of educators who carry out learning with an independent curriculum so that school principals know exactly how to implement the independent curriculum in the classroom. The purpose of supervision activities is to provide services and assistance to improve the quality of teacher teaching in the classroom and will also improve the quality of student learning (Shaifudin, 2020).

As a result of the findings on sites 1 and 2, the principals at the institution both have a strategy to carry out supervision to improve the competence and professional ability of teachers in an effort to realize a better learning process through better teaching methods. The role of the supervisor is as a supervisor who aims to improve learning and teaching, in addition to guiding the growth and development of teachers' professional abilities and skills. More specifically, to encourage teachers to be more empowered, and the learning situation to be better and more effective, teachers become more satisfied in carrying out their duties so that the results of supervision carried out by supervisors on teachers have a great influence on improving teacher performance (Poernamawijaya, Sulaiman, Suriansyah, & Dalle, 2018). On site 1, after the principal carries out supervision, reflection and feedback will be carried out to the supervised educators to make improvements. Meanwhile, at site 2, after supervision, the principal is assisted by a senior teacher, then coaches and habits without putting pressure on the educator. *Legitimate* and *coercive* allows school principals to coach teachers, because with the power to rule and punish teachers, it will be easier to do so (Suhaimi & Efendi, 2018).

The principal also plays a supervisory role in improving the quality of learning. Effective supervision can strengthen teacher competence and improve the quality of student learning (Nashar, Sa'dah, Aslamiah, & Cinantya, 2024). School principals must hear, see, feel, and be seen in schools to make decisions quickly and appropriately and solve problems effectively (Amelia, Suriansyah, Aslamiah, & Ngadimun, 2019).

This is in line with research conducted by Mujiati, Suriansyah, and Effendi (2019) that the implementation of academic supervision by school principals and school culture

together affects the quality of teacher teaching. The principal does not talk much but works, understands his subordinates, especially the strengths and weaknesses of teachers, motivates teachers in developing themselves and helps in finding solutions when problems occur, especially in learning activities. Prepare for the professional development of each teacher. The principal provides a high autonomy space for teachers to be creative and innovate in carrying out activities, both learning activities and extracurricular activities with the aim of achieving the vision of a superior school. The principal applies the concept of communication, kinship and good coordination between teachers, other principals and parents in overcoming problems so that it makes it easier to exchange information. The principal guides continuously, plays a lot of role in providing examples in doing technical things and showing certain behaviors to everyone so that the principal plays the role of an example and role model. The principal provides a wide space and provides direction for the progress of the school with the creativity of each teacher. Then character formation starts from each person, for example the culture of greeting everyone (Purwanti, Aslamiah, & Suriansyah, 2024).

Another strategy that must be carried out by school principals in the implementation of the independent curriculum is to carry out complete and differentiated learning. Formal rules from the government to implement fully differentiated learning are new for teachers. What teachers focus on in complete and differentiated learning is how to arrange learning that is not only student-centered but also the determination of content/material and the determination of methods are also based on the conditions of each participant (Kurniati & Kusumawati, 2023). As a result of the findings on sites 1 and 2, the principals at the institution both have a strategy to carry out complete and differentiated learning to facilitate the needs of inclusive students so that the education expected by the government without discrimination can be carried out properly and can be achieved.

According to Suhaimi, Erny, and Amberansyah (2022), a superior school is carried out by school principals by monitoring and evaluating. Although evaluation is the final strategy in management, it can show what are the weaknesses. Thus, the results of the evaluation that emerge and then followed up are able to overcome the weaknesses and threats that arise to be able to improve the quality of education that results in high competitiveness.

On sites 1 and 2, the principal also collaborates with parents and the community. Establishing cooperation or partnerships contains the division of responsibilities and initiatives between parents, schools, and the community where all parties can be used and able to help schools in order to improve the quality of education so that the network becomes wide. Parental cooperation or involvement can include socialization of family involvement programs at the beginning of the semester, the formation of committees involving parents, parent meetings, committee meetings, the involvement of parents as speakers, such as professional themes or in inspiration classes), and many more (Maimunahi, Aslamiah, & Suriansyah, 2018). According to Suriansyah (2011) in practice, building school relations with the community in order to increase the involvement or participation of parents/families in education in schools encounters a number of obstacles. These obstacles can come from the perspective of teachers and principals as the implementers of relationships and from the community as subjects who are invited to be directly involved in various school activities in order to improve the quality of schools. Parents of students whose economic level is still low are often busy with daily work. This busyness causes them to find it difficult to participate/be actively involved in various activities with school. This is in line with the research of Nashar, Sa'dah, Aslamiah, and Cinantya (2024), the low level of parental and community participation is also an obstacle. Many students come from families that are less actively supportive, both for economic and social reasons, such as broken homes.

c) Efforts to develop teacher professionalism

Teachers as professionals mean that the work of teachers can only be carried out by certain people who meet a number of requirements, namely having academic qualifications, competencies, and educator certificates, being physically and spiritually healthy, and having the ability to realize national education goals. In the Republic of Indonesia Law No. 14 of 2005, article 20 part b states that one of the obligations of teachers in carrying out their professional duties is to develop qualifications and competencies in a sustainable manner in line with the development of science, technology, and art. In addition, based on the Regulation of the Minister of State for State Apparatus Empowerment and Bureaucratic Reform Number 16 of 2009 concerning Teachers' Functional Positions and Credit Scores, teachers are required to carry out Continuous Professional Development (PKB) activities in order to be promoted to the next level (Hayuhantika, 2017).

Teachers are an important subject in the education system, so their performance is something that needs attention (Rahmawati & Karyono Ibn Ahmad, 2019). Teachers are a planner before carrying out the process of activities in the classroom, a teacher must prepare what material will be delivered, how to deliver it, and what media should be used (Purwanti, Suriansyah, Aslamiah, & Dalle, 2018). Efforts to improve the quality of schools can be seen from the ability of teachers to become a complete profession, coaching and capacity building are needed for teachers to be seen from their sense of responsibility to carry out their mandates, the profession they carry out (Suriansyah, Purwanti, & Agusta, 2023).

Teachers are individuals who help or support students so that they can achieve various good things. We often find that in teaching and learning activities, students feel bored and bored with their learning activities while at school because the learning carried out has a continuous and monotonous nature, in fact, students need an atmosphere or conditions of learning activities that are different or not the same as the previous ones (Agusta, Lestari, Suriansyah, Nofirman, & Rukhmana, 2022). There are two commitments that a teacher needs to build if he wants to become a professional teacher, namely commitment to the profession and commitment to students (Suriansyah, Ahmad, & Sulistiyana, 2015).

Teachers tend to show high professionalism when they feel a sense of control and autonomy in the work, which can benefit the overall work environment. Professional growth refers to the perception that they are given the opportunity to develop professionally, learn continuously, and expand their skills (Suriansyah, Aslamiah, Noorhapizah, Winardi, & Dalle, 2019). According to Suriansyah (2015), school principals play a very important and strategic role in fostering and developing teacher professionalism. The quality of the school is largely determined by the principal. The principal is a coach, supervisor, facilitator, motivator and partner for teachers in improving their competence and professionalism.

Based on the findings on sites 1 and 2, it was found that efforts to improve the professionalism of teachers as curriculum implementers are sought in the form of:

- a. Analysis of teacher needs
- b. Mapping teacher needs
- c. Implementation of teacher equalization
- d. Increased teacher certification qualifications
- e. Implementation of teacher training

The form of efforts to improve the professionalism of teachers as curriculum implementers is a manifestation of human resource management in the field of education by school principals. Meliana, Aslamiah, and Sulaiman (2023) stated that teachers are one of the human resources that greatly determine the implementation of the educational process and are one of the determining factors for the high and low quality of educational

results, so teachers must be professional and have high competence. A qualified teacher is a teacher who has a bachelor's level qualification, has academic competence in their field and has a license or certificate from the state (Darmansah, 2022). According to Nurhayati, Mukti, Wesnedi, Munawar, & Maisah (2022) preparing professionals requires education that produces graduates with high learning achievements. The quality of graduates is very important to be taken into account, so education as the spearhead of professional producers has an important role. Teacher empowerment is carried out through a comprehensive orientation and coaching program that covers ideological, professional, and institutional aspects (Halimatussa'diyah, Aslamiah, & Suriansyah, 2024).

The findings on sites 1 and 2 where one of the first steps in the development of teacher professionalism is to analyze teacher needs in accordance with the research conducted by Susanto & Muhyadi (2016), namely the planning of teacher professional competency development programs carried out by school principals with the formation of a team. The team will develop a development program starting with analyzing needs, vision, mission, and goals.

To realize quality teachers, the government has made efforts to provide continuous coaching for teachers with various targeted and systematic programs. The coaching program is called academic supervision. Academic supervision is an effort by education supervisors to help teachers improve their work patterns and performance, so that it has a positive effect on the teaching and learning process and activities as well as the quality of education (Kusrini, Suriansyah, & Saleh, 2018). According to Sulaxono, Sulaiman, and Suriansyah (2020), there are many factors that affect teacher performance, including the ability to build good communication skills, improving teaching skills through training, and so on.

This is also in line with the research conducted by Raiyah, Suriansyah, and Aslamiah (2022), namely efforts to improve the professionalism of teachers as curriculum implementers are pursued in the form of analyzing teacher needs, designing international issues, mapping various aspects of teacher needs, professional development programs, forming implementation teams, and referring to national and international standards. In addition, according to Ikbal (2018), it is planning for the development of teachers' professional competencies by making a mapping of teachers according to their development needs, planning programs according to needs. The implementation of teacher professional competency development through training, training, and supervision. Supporting factors are that the government provides programs to provide professional certification allowances, school principals provide supervision and development programs. The inhibiting factor is that in its implementation, it sometimes clashes with the teacher's activity schedule and budget limitations. The impact is that teachers are able to carry out their duties as educators professionally. Students can apply the theory they learn, and student achievement will increase.

Teacher quality development can be implemented through teacher empowerment in the implementation of innovative learning, good practices for student character development, being able to make participatory decisions to solve problems, developing professionalism, self-etiquette, autonomy in the workplace, skills to develop student achievement in the classroom, and the use of the environment and local wisdom (Suriansyah, Purwanti, & Agusta, 2023). Good human resource performance can be achieved through education/training, leadership and incentives available to them (Suriansyah, Hadi, Putera, & Aslamiah, 2020).

Teacher development is carried out continuously and continuously to make teachers professional. However, producing professional teachers does not only improve their competence through various activities such as training and learning opportunities, but

it is necessary to pay attention to other aspects related to the implementation of tasks such as the work environment that encourages teachers to do their best (Suriansyah, 2013).

In addition, according to Aslamiah, Irawati, and Saleh (2019), work motivation is an encouragement from within and outside a person to do something measurable both internally and externally. Work motivation has an important role in improving teacher professionalism. Given the importance of teacher performance in the teaching and learning process, a teacher is required to carry out his role adequately and these professional abilities are developed by mastering teaching skills by practicing a lot, so that they are able to carry out their teaching duties effectively. Although teacher professionalism is often considered a contradiction, it must be done to improve teacher performance (Marlina, Suriansyah, & Metroyadi, 2019).

According to Saleh, Suriansyah, and Anita (2021) stated that the low professionalism of teachers is caused by the inability of teachers to develop their profession due to long working hours and low motivation. According to research conducted by Halimatussadiyah, Aslamiah, and Suriansyah (2024), teacher empowerment can be carried out through a series of activities that are comprehensive and professional-oriented. Starting with an exchange session that encourages creativity and innovation, teachers are given the opportunity to share new ideas and perspectives. It was then followed by interactive dialogues and question and answer sessions, which allowed for a deeper knowledge transfer in a better understanding of current educational concepts. The practical aspects of professional development are emphasized through activities such as the preparation of the syllabus and the development of Learning Implementation Plans (RPPs). By participating in these programs, teachers are expected to be able to implement lesson plans and syllabus in accordance with the set standards. As the culmination of this empowerment program, teachers are given the opportunity to share insights to improve their understanding and gain hands-on experience with best practices in school management and teaching. This is also in line with the research of Cinantya, Aslamiah, and Suriansyah (2024), which stated that school principals provide support to teachers and staff to improve their competence through national or international seminar activities and conduct comparative studies to other schools. This is done so that teachers and staff have the opportunity to learn.

CONCLUSION

This study concludes that the management of the implementation of the Independent Curriculum at SMA Negeri 3 and SMA Negeri 7 Banjarmasin has run quite effectively through the readiness of teaching tools, adaptive principal strategies, and efforts to improve teacher professionalism. The differences in approaches between schools show that context and leadership are important factors in successful implementation. In the future, it is recommended that schools strengthen the monitoring and evaluation system periodically and expand teacher needs-based training so that the implementation of the curriculum is more optimal and sustainable.

SUGGESTIONS/RECOMMENDATIONS

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