

# Leadership Strategy of School Principal in Efforts to Realize Teacher Performance in The Implementation of Independent Curriculum (A Case Study in Hang Tuah 6 Excellent Juanda Middle School)

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## ARTICLE INFO

### Keywords:

Principle Leadership Strategies;  
Teacher Performance;  
Independent Curriculum

### Article history:

Received 2024-03-27

Revised 2024-05-17

Accepted 2024-06-30

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## ABSTRACT

The school principal leadership is very necessary in developing strategies to ensure school quality by making efforts to realize teacher performance, especially in driving schools that have implemented independent curriculum. This research aims to examine the leadership strategies implemented by a principal in an effort to realize teacher performance in implementing the Independent Curriculum; analyze the teacher performance in implementing the independent curriculum; and describe the implementation of the independent curriculum. This research used a qualitative approach with a case study type of research and was conducted in Hang Tuah 6 Excellent Juanda Middle School. The data collection techniques used are in-depth interviews, observation, and documentation. The data analysis techniques used in this research are carried out simultaneously, consisting of data collection, condensation, presentation, and verification/drawing conclusions. The research results show that the principal in implementing the strategy has fulfilled the criteria of strategy implementation by making a systematic and documented strategic plan at the beginning so that its implementation can be measured; monitoring the implementation of the strategy by being open-minded, involving teachers actively and intensively in any school programs, motivating teachers; and always carrying out evaluations as the basis for making improvements.

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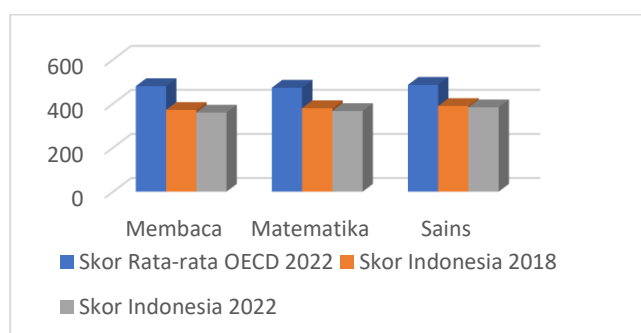
## 1. INTRODUCTION

The changing era are developing and changing in ways that might have not been thought before, especially in the technology and information sectors. This was clearly felt during the transition from the industrial revolution 4.0 era to society 5.0 which focuses on the concept of a technology-based society, but

was still human-centered. Nurani (2021) explained that the era of super smart society (society 5.0) launched by the Japanese Government in 2019 was used as an anticipation of the disruption caused by the industrial revolution 4.0, which resulted in uncertainty or complexity and ambiguity. The era of society 5.0 is intended to answer concerns about technological invasion which can erode human character values.

These fluctuating changes then influence changes in all areas of life, including education. This is because the education sector plays an important role in preparing advanced human resources ready to adapt to this era. The educational process should change from conventional to person-centered education, which in this case is the students. Therefore, the educational process should not only focus on artificial intelligence, but also focus on the human component as the driving force of education. This is in accordance with Dasein's (2018: 98) idea that conventional education is primarily about power and control over learners. The person centered model is at the opposite end of the continuum, prioritizing trust in the human organism's potential to flourish and grow in conditions of freedom to learn.

The portrait of Indonesian education is shown by the 2022 PISA (Program for International Student Assessment) results by the OECD which were announced on December, 5<sup>th</sup> 2023, that the score obtained by Indonesian children aged 15 years is still below the global score threshold, namely 400. This shows that competence of 15-year-old children in Indonesia's 21st century skills, which include critical thinking skills, problem solving and Higher-Order Thinking Skills (HOTS), are still low. It is important to note that the lack of progress in PISA scores could be seen as a deeper challenge in the Indonesian education system.



**Figure 1.** Comparison of Indonesia's Score with the OECD Average SCORE

The Covid-19 pandemic that has occurred for approximately 2 (two) years in Indonesia has resulted in learning loss, making it difficult for students to achieve basic competencies. As a follow-up, the government established Ministerial Decree No. 719/P/2020 concerning guidelines for implementing curriculum in schools for special conditions. In 2022, the government was initiated by the Ministry of Education and Culture, as an effort to mitigate learning loss and learning recovery, implementing a policy in the form of curriculum implementation options outlined in the curriculum implementation guidelines in the context of learning recovery. The option consists of three things, namely that schools can implement the 2013 curriculum, the 2013 curriculum with simplification, or a curriculum based on National Education Standards (SNP) by adapting the learning needs and context of each school, which is known as the implementation of the Independent Curriculum.

According to Nadiem Makarim, the concept of independent learning is inspired by the philosophy of Ki Hajar Dewantara, that education emphasizes the principles of independence in choosing learning methods that meet the needs of their students in order to develop students' interests and talents. From this explanation, it can be concluded that the independent curriculum is a curriculum that emphasizes the concept of independence and freedom in the corridors of democracy in determining learning methods that meet the learning needs and characteristics of students to develop their interests, talents, so that learning activities can be fun, meaningful, and deep.

This curriculum is implemented as an option for schools to implement it based on their respective levels of readiness. The implementation of the Independent Curriculum is supported by the provision of

various teaching tools as well as training and learning resources for teachers, school principals and education offices. The curriculum content and implementation of this independent curriculum are regulated based on the Minister of Education and Culture Decree No.262/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Meanwhile, in the first year, as a 'Sekolah Penggerak' or driving school of independent curriculum, teachers still experienced difficulties in implementing the independent curriculum, for example in developing teaching materials, managing time allocation between intra-learning and special projects to build student Pancasila profiles, as well as in designing these projects.

Based on these facts, strategies in education are very necessary on the basis of creating student output that is competitive and able to adapt to developments over time. The strategy is the one that leads to educational management which is able to lead to quality assurance of education and requires qualified managerial skills. Therefore, Banun S. (2016) stated that school success essentially reflects the success of the school principal as a leader. According to Erlandson (2014: 72), the responsibility for achieving success in teaching and learning activities at school is carried by the school principal. Therefore, the role of the school principal is crucial as the main person responsible and at the same time as a leader in the school.

This is where the leadership of the school principal is very necessary in developing strategies and breakthroughs to ensure the quality of the school by continuing to strive to improve the performance of teachers and school employees in any situation by focusing on service. Sudjana (2005: 29) says that strategy is a planned and deliberately determined pattern for carrying out an action or activity. While the steps of strategy were stated by Craig and Grant, (2015: 5) that it consists of strategic planning, actuating, and controlling or evaluating.

The facts that occur in the field are shown by the results of research conducted by Samani in a dissertation by Kusmintardjo that the school principal's management pattern, more specifically in state schools, tends to be administrative in nature with an emphasis on implementing policies from above, and shows no concern about whether or not these policies are working, only focuses on the results of school development targets. (Kusmintardjo, 2003: 8). In fact, the role of the school principal should not only be able to carry out administrative guidance, but also be able to carry out professional development, so that the performance of teachers and education staff can be realized.

Based on the explanation above, it can be seen that the principal's leadership and teacher performance show an interrelated relationship. Several studies show that the principal's leadership significantly influences teacher performance. Sartika (2021) shows that the principal's leadership influences teacher performance at PGRI 1 Ciputat Middle School with a significant value. Fajriani, et al. (2013) also conducted research with results showing that the principal's leadership style and teacher work ethic simultaneously influence teacher performance.

Hence, the principal's leadership strategy in an effort to realize teacher performance is interesting to be discussed in depth, especially in schools that have implemented the Independent Curriculum. As one of example or school model is Hang Tauh 6 Excellent Juanda Middle School. This school is nominated by government as a 'Sekolah Penggerak' (driving school) based on the results of the selection carried out on the Principals in implementing their leadership strategies in implementing the Independent Curriculum. Therefore, it is necessary to examine the leadership strategies used by school principals in their efforts to realize teacher performance in implementing the independent curriculum.

, This research is a type of case study research and aimed to examine the leadership strategies implemented by the principal in Hang Tauh 6 Excellent Juanda Middle School in an effort to realize teacher performance in implementing the Independent Curriculum; analyse the teacher performance in implementing the independent curriculum; and describe the implementation of the independent curriculum.

## 2. METHODS

This research was conducted using a case study research design with a qualitative approach to obtain information and examine in-depth problems regarding the leadership strategies of school principals in an effort to realize teacher performance in the implementation of the Independent Curriculum.

The data collection techniques used are in-depth interviews, observation and documentation. The data analysis technique used consists of single data analysis carried out interactively including: (1) data condensation, (2) data presentation, and (3) verification and conclusions. To check the validity of findings or data trust criteria, 4 (four) main types of criteria are used, namely credibility, dependability, confirmability and transferability. To fulfil these four criteria, a triangulation test of data and sources is carried out.

## 3. FINDINGS AND DISCUSSION

### *Findings*

In this section, a description of the results of the analysis and study of the strategies implemented by the principal in implementing the independent curriculum and realizing teacher performance at Hang Tuah 6 Excellent Juanda Middle Schools, a description of teacher performance, as well as the stages in implementing the independent curriculum.

#### **a. School Description**

Hang Tuah 6 Excellent Juanda Middle School was founded in January 2019 and was inaugurated by the Chief of Staff of the Indonesian Navy who served that year, as Chair of the Trustees of the Hang Tuah Foundation. The location of Hang Tuah 6 Excellent Juanda Middle School is located on Jl. Ir. H. Juanda No. 9 Sedati, Sidoarjo. At that time, this school was the newest school under the auspices of the Hang Tuah Foundation, Surabaya Branch Management. In the 2019/2020 academic year Hang Tuah 6 Excellent Juanda Middle School has 3 classrooms as study rooms, and has facilities and infrastructure that are classified as complete, equipped with adequate IT facilities so that it really supports the implementation of active, innovative, creative, fun, characterful learning. and environmental culture. In 2021, Hang Tuah 6 Excellent Juanda Middle School received 'A' accreditation with a grade of 'very good'. In the same year, this school also achieved an achievement as a 'Sekolah Penggerak' the implementation of the Independent Curriculum.

#### **b. Principal Leadership Strategy**

Based on the results of an interview with the head of Hang Tuah 6 Excellent Middle School, he said that In order to have good performance for teachers, especially in implementing the independent curriculum, It is necessary to implement strategies. So that the strategy can then run on target, and its success can be measured. It is categorized into several stages, namely planning or preparation, implementation, monitoring or evaluation.

##### 1). Planning and preparation

The results of an interview with one of the teachers conveyed that in the planning stage, the school principal carried out a self-evaluation first to reflect on the activities of the past year, and asks them to make plans for the next school year. He also asked them to fill in the performance planning in the PMM (Merdeka Mengajar Platform) application in the 'e-Kinerja' column. This meeting also discusses the evaluation of the school's vision and mission, as well as determining the school's future vision and mission, setting the teaching load and additional teacher duties, and preparing the school program. In preparing school programs, conducting education report card reviews as a result of national assessments, so that the programs prepared are priority-oriented.

Based on the documentation results, it is known that Hang Tuah 6 Excellent Juanda Middle School has planning documents in the form of a Educational Unit Operational Curriculum (KOSP), School Work Plan and Budget (RKAS), Annual Work Plan (RKT), and Medium Term Work Plan (RKJM). This document contains all school development program plans, including teacher performance

development programs, student learning achievement development, facilities and infrastructure, as well as all school operations which are divided into 8 National Education Standards.

## 2). Strategy implementation

Based on observations of the daily behavior of the school principal, it is indicated that the principal of Hang Tuah 6 Excellent Juanda Middle School always involves teachers in every implementation of the school program. Teacher involvement is carried out in assigning teachers as committee chairs in carrying out various school activities in turns, to form committees and work programs. The school principals also involve teachers in various seminar and webinar activities as well as special workshops on implementing the independent curriculum. Communication is established by means of opinion polls and sharing regarding the implementation of school programs in a discussion forum known as the 'morning briefing'. This activity contains the latest information, suggestions and input, as well as directions and assignments.

Apart from that, In order to realize teacher performance, the principal also formed several learning communities to improve teacher competency, namely: Curriculum and material development community, Excellent personality development, and Teachers literacy community. The principal also motivate teachers to produce a creation in the form of literacy works or good practices in classroom learning activities. The creation of this work was then documented and shared on school social media under the topic 'Berbagi Praktik Baik'.

Based on the results of observations in the field, the school principal also implemented giving rewards to teachers who succeed in producing good practical work and teachers who succeed in winning prizes in various competitions related to teacher competency. Apart from providing rewards, the principal also provides guidance for violations committed by teachers against the personnel regulations that apply at the school.

## 3). Monitoring and evaluation

As a monitoring or evaluation stage, the Principal of Hang Tuah 6 Excellent Middle School, Juanda, along with the Deputy Head of Curriculum and Student Affairs, prepared an academic supervision program. This supervision program aims to increase teacher professionalism in carrying out their main duties and functions as educators as well as improving the quality of the learning process in each subject which leads to improving student learning outcomes. Based on the results of the interview, the principal stated regarding the stages of academic supervision, that as a preparation stage a meeting was held first for socialization regarding the supervision implementation schedule. The next step is the implementation stage, namely supervision carried out by the principal and vice principal, followed by suggestions and input to the teacher personally. At the evaluation stage, an analysis of the results of supervision is carried out. The results of the analysis are presented in a supervision evaluation meeting to provide follow-up to the results of supervision. The entire series of activities are arranged in the school supervision program.

### c. Teacher Performance

According to the results of interviews with school principals, stated that at Hang Tuah 6 Excellent Middle School, teacher performance assessments are carried out in the form of supervision by the school principal. Academic supervision is used to assess pedagogical and professional competence, while for the development of personal and social competence, the principal provides personal coaching and discipline training. Teacher performance assessment through this academic supervision consists of learning administration assessment and learning activities assessment.

As for the results of the documentation study, data was also obtained that the performance of Hang Tuah 6 Excellent Juanda Middle School teachers in the learning administration aspect was 97.92% from the total number of teachers had prepared learning administration in accordance with predetermined instruments. This indicates that teachers in that school, in preparing learning administration tools, has included an educational calendar, Effective Week Plan (RPE), Annual and Semester Program, meeting schedule, teaching journal, attitude assessment journal, score list,

attendance list students, learning resources and media, diagnostic assessments both cognitive and non-cognitive, learning outcomes, learning flow and objectives, teaching modules, as well as project plans to strengthen the profile of Pancasila students

Meanwhile, at the point of observing learning activities, data was obtained that 98.7% of Hang Tuah 6 Excellent Juanda Middle School teachers had carried out learning activities in accordance with the instruments or targets that had been determined. In other words, teachers at the school, in carrying out learning activities, have implemented preliminary activities by providing greetings, motivation and apperception, as well as triggering information related to learning objectives. In core activities, the majority of teachers have mastered material concepts, managed classes with multi-directional learning, with a fun and meaningful learning process, utilizing technology, based on strengthening literacy and numeracy, developing 21st century skills, as well as polite and effective communication skills. In the closing activity, the teacher has stimulated students to make conclusions or mindmaps on the teaching material, reflect and carry out assessments in accordance with the principles of learning assessment.

Teachers in Hang Tuah 6 Excellent Juanda Middle School are recorded as having many achievements in competitions both within the Hang Tuah Foundation and among the general public, at district, provincial and national levels. The recording of teacher achievements is documented in a collection of school achievement reports and a collection of teacher achievement certificates. In implementing personal training and teacher discipline at SMP Hang Tuah 6 Excellent Juanda, the principal applies personal communication by implementing rewards and punishments in accordance with existing guidelines for providing teacher rewards and punishment that have been formulated by the school principal.

#### **d. Implementation of the Independent Curriculum**

The results of research related to the implementation of the independent curriculum at Hang Tuah 6 Excellent Juanda Middle School, are divided into three stages, namely learning planning, implementation and evaluation.

##### **1). Learning planning**

The learning planning stage in implementing the independent curriculum at SMP Hang Tuah 6 Excellent Juanda begins with a socialization meeting and the formulation of a school program for parents by the school principal. Beside involving parents, students are also involved in expressing their interest in school programs. This student involvement is carried out through conducting cognitive and non-cognitive diagnostic assessments. Non-cognitive assessment refers to the psychological readiness of students before carrying out learning. Meanwhile, cognitive diagnostic assessment refers to students' academic readiness before receiving material in each subject.

Based on the results of an interview with the vice principal in the curriculum affair, it was stated that the initial stage in implementing the independent curriculum in the curriculum affair begins with an official meeting between the principal, vice principal, treasurer, and development team to make adjustments to the educational calendar and time allocation for intracurricular lessons and the Pancasila students profile strengthening projects (P5), determining P5 project themes and their coordinators, preparing budgets for school programs and activities, including managing 'BOS Kinerja' funds, which is specifically given to 'Sekolah Penggerak' and allocated for implementing the independent curriculum. The entire budget list is contained in the School Work Plan and Budget (RKAS) document.

After meeting with the school's development team, the principal held a meeting at the start of the school year with all the teachers. At this meeting, the teachers prepared learning administration, such as the Learning Objectives Flow (ATP), teaching modules, and learning assessments.

##### **2). Learning implementation**

At the implementation stage, the independent curriculum at SMP Hang Tuah 6 Excellent Juanda consists of intracurricular learning, the Pancasila Student Profile Strengthening Project (P5), and extracurriculars. Intracurricular learning is carried out by teachers according to the teaching modules

that have been prepared previously. Based on the documentation results, the components contained in the teacher teaching module. consists of general information containing module identity, initial competencies, projects to strengthen the profile of Pancasila students, suggestions and infrastructure, target students, and the learning model used. Apart from that, there are core components consisting of learning objectives, meaningful understanding, learning preparation, learning steps, assessment, enrichment, remedial, and reflection. As attachments, in the form of student worksheets, reading materials, glossary, and bibliography.

For the implementation of the Pancasila Student Profile Strengthening Project (P5), around twenty five percent of all students' effective day time allocation is used for this activity, namely 120 lesson hours per project. P5 activities at this school use a block system and consist of three themes in one year which are uniform across grades 7, 8 and 9. In the 2023/2024 academic year, this school holds the first P5 Project with the theme of local wisdom with the title My Village Culture Vlog project, the second with the theme of sustainable lifestyles with the title Excellent Ecoprint, and the third integrated with Ramadhan activities, with the theme of global diversity with the title Sharing is Caring.

For extracurriculars, some of them are mandatory and some are optional. For mandatory extracurriculars, this school named them 4 (four) excellent programs, consists of Go Excellent English, Hafidz, Science Application, and Graphic Design as well as scouting. Optional extracurriculars include foreign languages, journalism, youth health, sports and marching. Extracurriculars are held every Monday to Saturday.

### 3). Learning evaluation

At the learning evaluation stage in Hang Tuah 6 Excellent Juanda Middle School, based on the results of interviews with the school principal, stated that student learning evaluation consists of formative, summative, remedial and enrichment assessments. The assessment forms are explained in the following table in detail.

**Table 1.** Kinds of Students Learning Assessment held in *Hang Tuah 6 Excellent Juanda Middle School*

Assessment	Aim	Fomation
formative assessment	It is used to improve the stages towards achieving learning objectives	Student Worksheets (LKPD)
summative assessment	It is used as an illustration of student competency towards a learning objective	Questions according to the learning objectives with the orientation to Higher Order of Thinking Skill (HOTS), literacy mastery, critical thinking, and problem solving
remedial	It is given to students who have not demonstrated competency in the learning objectives	Additional explanations or examples, the use of different learning strategies, and various types of media
enrichment	It is given to students who exceed the learning objectives	additional reading material

Apart from evaluating student learning outcomes, the principal also evaluates the implementation of the independent curriculum through internal meetings based on student learning outcomes obtained from homeroom teachers and from reports on the implementation of P5 project activities. External evaluation is carried out through the PMO (Project Management Office) and workshops with driving

school facilitators. Evaluations are carried out every month as a form of monitoring. The results of the workshop were disseminated by the Learning Committee teachers who had taken part in the workshop at the morning briefing immediately after the workshop.

### Discussion

Findings in accordance with the focus in this research imply the strategy theory stated by Craig and Grant, (2015: 5) that it consists of strategic planning, actuating, and controlling or evaluating. The principle of Hang Tuah 6 Excellent Juanda Middle School has implemented strategies in his leadership in several stages, the details are as follows.

**Table 2.** Hang Tuah 6 Excellent Juanda Middle School Principal Strategies to Realize Teacher Performance in the Implementation of Independent Curriculum

Leadership Strategy Stages	Principal Strategies	Supporting Documents/ Real Action
strategic planning	<ul style="list-style-type: none"> <li>holding self-evaluation</li> <li>filling performance planning in the PMM (Merdeka Mengajar Platform)</li> <li>evaluating the school's vision and mission</li> <li>analyzing education report card, determining the school's future vision and mission</li> <li>setting the teaching load and additional teacher duties,</li> <li>preparing the school program</li> </ul>	<ul style="list-style-type: none"> <li>Educational Unit Operational Curriculum (KOSP)</li> <li>School Work Plan and Budget (RKAS)</li> <li>Annual Work Plan (RKT)</li> <li>Medium Term Work Plan (RKJM)</li> </ul>
strategic actuating	<ul style="list-style-type: none"> <li>involving teachers in every implementation of the school program by assigning teachers as committee chairs in carrying out various school activities</li> <li>holding opinion sharing named 'morning briefing'</li> <li>involving teachers in various seminar and webinar activities as well as special workshops on implementing the independent curriculum</li> <li>forming several learning communities to improve teacher competency</li> <li>motivating teachers to produce a creation and publication in the form of 'Berbagi Praktik Baik'</li> <li>giving rewards and punishment,</li> </ul>	<ul style="list-style-type: none"> <li>committee assignment letter</li> <li>collection of seminar/webinar/workshop participant certificates</li> <li>document of learning communities work plan</li> <li>school social media and YouTube channel</li> <li>document of reward and punishment guidelines</li> </ul>
strategic controlling or evaluating	preparing an academic supervision program which consists of preparation or socialization, implementation, and evaluation stage	school supervision program

Teacher performance in the findings of this research meets the teacher competence in accordance with Purwanto's (2009: 156) idea that teacher performance can be seen from:



- a. Implementating the curriculum according to the character of the students.
- b. Procuring communications
- c. Developing and improving the quality of the profession
- d. Carrying out professional duties with discipline.
- e. Creating and maintaining relationships between teachers.

Teachers in Hang Tuah 6 Excellent Juanda Middle Schools have performed these several things. The teachers have implemented a curriculum according to the character of students in terms of differentiation of learning methods and media because before preparing the learning materials and methods, a diagnostic assessment has been carried out, so as to know the interests and character of the students. Communication between teachers and leaders is formed in morning briefing activities and the use of the Merdeka Mengajar Platform (PMM). Teachers also have improved their professional quality through participation in various seminars, webinars, and workshops as well as excelling in various teacher competency competitions. The teachers have implemented their duties and disciplin professionally. It can be seen from the percentage of academic supervision analysis results that almost all teachers have arranged administration and carried out learning activities in accordance with academic supervision instruments. Th eeachers have created and maintained relationships with fellow teachers by forming discussion forums and knowledge sharing through teacher learning communities.

The implementation of the Independent Curriculum in this school meets the Minister of Education and Culture Decree No.262/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery with the details in the following table.

**Table 3.** The Implementation of Independent Curriculum in Hang Tuah 6 Excellent Juanda Middle School

Implementation Stages	Activities
Learning planning	<ul style="list-style-type: none"> <li>• socialization and the formulation of a school program for parents by the school principal,</li> <li>• conducting cognitive and non-cognitive diagnostic assessments,</li> <li>• making adjustments to the educational calendar and time allocation for intracurricular lessons and the Pancasila students profile strengthening projects (P5),</li> <li>• determining P5 project themes and their coordinators,</li> <li>• preparing budgets for school programs</li> <li>• preparing learning administration, such as the Learning Objectives Flow (ATP), teaching modules, and learning assessments</li> </ul>
Learning implementation	<ul style="list-style-type: none"> <li>• Intracurricular It is implemented based on the learning modules arranged by the teacher.</li> <li>• Pancasila Student Profile Strengthening Project (P5) It is allocated about twenty-five percent of all students' effective day time or 120 lesson hours per project. P5 activities at this school use a block system and consist of three themes in one year which are uniform across grades 7, 8 and 9.</li> <li>• Extracurricular It consists of mandatory and optional extracurricular.</li> </ul>
Learning evaluation	<ul style="list-style-type: none"> <li>• Learning assessments The assessments consist of formative and summative assessment</li> <li>• Remedial and enrichment</li> </ul>

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It is held for students who aren't able to perform or exceed the learning objectives

- Evaluation and reflection

It is used to make improvements toward the school programs by joining the PMO (Project Management Office) and workshop conducted by the 'Sekolah Penggerak' facilitator.

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#### 4. CONCLUSION

Based on research results, the strategy carried out by the principal of Hang Tuah 6 Excellent Juanda Middle School in an effort to realize teacher performance in implementing the independent curriculum includes 3 stages, namely strategic planning, implementing and evaluating. Based on the results of academic supervision and teacher achievements in various teacher competency competitions, it shows that almost all teachers in this school have shown good performance in the aspects of work professionalism and discipline. Meanwhile, the implementation of the independent curriculum in this school is also in accordance with the guidelines set by government law, starting from learning planning, components in learning organization and implementation, evaluation.

This happens because the principal in implementing the strategy has fulfilled the criteria of strategy implementation by making a systematic and documented strategic plan at the beginning so that its implementation can be measured; monitoring the implementation of the strategy by being open-minded, involving teachers actively and intensively in any school programs, motivating teachers; and always carrying out evaluations as the basis for making improvements.

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