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PRINCIPAL CONTRIBUTION IN THE IMPLEMENTATION OF THE MERDEKA BELAJAR CURRICULUM AT SMK NEGERI 2 MANAGEMENT AND BUSINESS JAYAPURA

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ABSTRACT

This study aims to examine the contribution of the principal in implementing the Merdeka Belajar Curriculum at SMK Negeri 2 Manajemen dan Bisnis Jayapura, through an in-depth exploration of the principal's leadership role in creating an innovative and collaborative learning environment, relevant to the needs of the Society 5.0 era. The research locus is SMK Negeri 2 Manajemen dan Bisnis Jayapura. The research method used is descriptive qualitative with a case study approach. Data were collected through in-depth interviews, observations, and documentation. The research participants included the principal, the vice principal of curriculum, and several teachers actively involved in implementing the Merdeka Belajar Curriculum. The research results show that the principal's leadership significantly contributes to the successful implementation of the Merdeka Belajar Curriculum. The principal successfully created a learning environment that supports innovation and creativity by providing continuous training for teachers, encouraging collaboration among teachers, and involving parents and the community in school activities. The principal also managed to overcome resistance to change and resource limitations through effective and communicative leadership strategies. In conclusion, the principal's contribution to implementing the Merdeka Belajar Curriculum at SMK Negeri 2 Manajemen dan Bisnis Jayapura is highly significant. Through visionary and inclusive leadership, the principal has succeeded in improving the quality of education and preparing students to face challenges in the era of globalization and contribute positively to society.

Keywords: Contribution, Merdeka Belajar Curriculum, Principal.

INTRODUCTION

The Merdeka Belajar Curriculum was born from the efforts of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to realize the Merdeka Belajar policy. With a focus on developing students' competencies holistically, this curriculum encourages learning that is relevant to the demands of the 21st century and the era of society 5.0, which emphasizes the integration of technology, creativity, and critical thinking skills (Izzatunnisa et al., 2021; Maladerita et al., 2021). The implementation of the Merdeka Belajar Curriculum has started in stages since 2021 and as of August 28, 2023,

almost 70% of education units have implemented it (Puskurjar, 2023). The success of this implementation is highly dependent on the role of school principals as educational leaders, especially in areas with remote geographical conditions and social limitations such as Papua (Walianggen, 2023).

School principals play a crucial role as agents of change in the transformation of learning practices from teacher-centered to student-centered in accordance with the spirit of the Merdeka Belajar Curriculum. As an education leader, school principals are responsible for managing changes in the learning system, developing teacher capacity, and ensuring the availability of infrastructure facilities that support curriculum implementation (Maulina et al., 2023). The research of Wengi & Umami (2024) shows that the effectiveness of this change can be seen from the improvement of student learning outcomes, especially in the aspects of active involvement and competency development. However, as stated by Tintingon et al., (2023), the implementation of these changes requires strong leadership in managing the adaptation of teachers and students to the new demands of the education system.

At the vocational school level, the role of school principals becomes more complex because they have to align the implementation of the Merdeka Belajar Curriculum with the demands of the industrial world. This complexity includes the management of teaching factory programs, the development of industrial cooperation, and the upgrading of teacher competencies in accordance with the development of industrial technology (Maulina et al., 2023; Nasution et al., 2022). Data from BPS Papua Province, (2020) shows that the unemployment rate of vocational school graduates in Papua reached 10.19%, higher than the national average of 8.9%, indicating the importance of strengthening the leadership of school principals in optimizing the link and match between the curriculum and industry needs. Rummar's (2022) research in several vocational schools in Papua revealed that the success of vocational school revitalization programs depends on the ability of school principals to integrate six key aspects: curriculum development in harmony with DU/DI, industrial cooperation, teacher professionalism, standardization of infrastructure, and learning innovation through teaching factories.

SMK Negeri 2 Management and Business Jayapura, as one of the five Central Vocational Schools of Excellence in Papua, has implemented the Merdeka Belajar Curriculum since 2022. Its strategic position as a Center of Excellence Vocational School in Papua Province makes it a reference for the development of vocational education in the region. With a total of 876 students and 68 teachers (Basic Education Data, 2023), this school manages various expertise programs that are relevant to the needs of the world of work. As the principal of the Center of Excellence Vocational School, the principal is required to lead the transformation of learning that is not only in accordance with the Merdeka Belajar Curriculum, but also able to produce graduates who are ready to work according to the needs of the local industry.

Various studies on the implementation of the Merdeka Belajar Curriculum have been carried out, but more focus on technical aspects such as digital learning infrastructure (Maksum & Fitria, 2021), teacher adaptation (Musarrafa et al., 2017; Romadhon et al., 2023), and the role of parents (Muhammad, 2021; Pagarwati et al., 2021). Meanwhile, studies on educational leadership in the era of the Merdeka Belajar Curriculum are mostly carried out in public schools and in urban areas (Efendi et al., 2023) so that it does not represent the complexity of implementation in vocational schools and regions with special characteristics. These studies have not comprehensively explored how vocational school principals integrate the Merdeka Belajar Curriculum with the SMK Center of Excellence program, especially in the context of Papua's distinctive characteristics that have their own geographical challenges.

This study analyzes the contribution of the principal of SMK Negeri 2 Management

and Business Jayapura in the implementation of the Merdeka Belajar Curriculum, focusing on leadership strategies in preparing, implementing, and evaluating programs to produce adaptive and competitive graduates in the era of society 5.0. The results of the research are expected to be a practical model for the heads of other vocational schools in Papua in optimizing the implementation of the Merdeka Belajar Curriculum.

RESEARCH METHODS

This study uses a qualitative descriptive method with a case study approach to describe the contribution of the principal's leadership in preparing the Merdeka Belajar Curriculum at SMK Negeri 2 Management and Business Jayapura in welcoming the era of society 5.0. The research was conducted at SMK Negeri 2 Management and Business Jayapura from February to May 2024.

The main data sources in this study are school principals, vice principals for curriculum, and several teachers who actively participate in the implementation of the Merdeka Belajar Curriculum. Data collection is carried out through several techniques, namely interviews, observations, and documentation. In-depth interviews with semi-structured techniques are used to obtain detailed information about their experiences, views, and roles in the implementation of this curriculum (Cresswell, 2014). Observations were made to see firsthand how the Merdeka Belajar Curriculum was implemented in the school, including classroom activities and interactions between principals and teachers (Merriam & Tisdell, 2016). Documentation is collected to complete the data, including learning implementation plans (RPP), school work programs, activity reports, and other relevant documents (Bowen, 2009).

The validity of the data is ensured through the technique of triangulation of sources and times, comparing information obtained from different sources and times to see the consistency and validity of the information (Miles, Huberman, & Saldana, 2014). Data analysis is carried out through the stages of data collection, data reduction, data presentation, and conclusion drawing (Cresswell, 2014). The data that has been collected is reduced to filter out relevant information, presented in the form of narratives, tables, or diagrams, and conclusions are drawn based on the data that has been analyzed and interpreted with reference to relevant theories and literature.

RESULTS AND DISCUSSION

Result

SMK Negeri 2 Management and Business Jayapura, which was established in 1967, has implemented the Merdeka Belajar Curriculum as part of the SMK Center of Excellence program. This school manages 1,035 students divided into 30 study groups, with the support of 142 educators and education personnel consisting of 59 civil servant teachers, 12 civil servant education personnel, and 71 non-permanent personnel. In the learning process, this school implements three types of curriculum: the 2013 Curriculum as a whole, the simplified 2013 Curriculum (emergency curriculum), and the Merdeka Belajar Curriculum. The implementation of the Merdeka Belajar Curriculum aims to prepare students to have skills and competencies that are relevant to the needs of the world of work and industry in the Society 5.0 era. The Center of Excellence Vocational School program that is implemented combines in-depth and comprehensive vocational education with the world of work, aiming to produce graduates who are ready to enter the world of work or become entrepreneurs.

The results of observations and interviews show that the implementation of the Merdeka Belajar Curriculum aims to prepare students to have skills and competencies that are relevant

to the needs of the world of work and industry in the Society 5.0 era. As the Principal revealed in the interview:

".... We are indeed focused on preparing children to be ready for work. That's why our flagship program here really combines learning with industry practice. I want our graduates to be able to work immediately or even open their own business."

Field observations show that the contribution of school principals in the implementation of the Merdeka Belajar Curriculum is realized through a series of systematic and integrated processes. The results of the documentation of the monthly meeting for the July-December 2023 period show that the principal consistently holds coordination meetings to monitor the four stages of implementation: planning, human resource development, program implementation, and evaluation which can be described in the following flow:

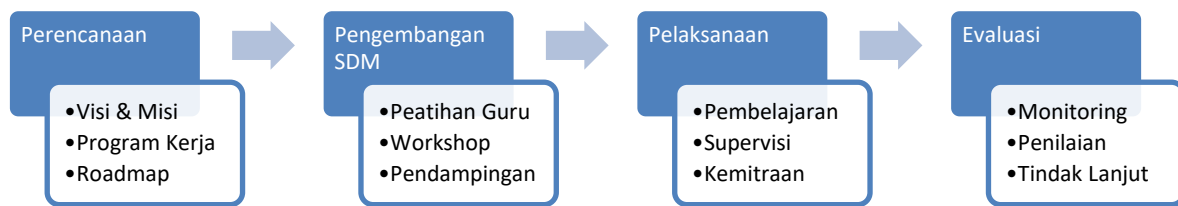


Figure 1. Flow of Principal's Contribution in the Implementation of the Merdeka Belajar Curriculum



Figure 2. Interview with the Principal of SMK Negeri 2 Business and Management

In the planning stage, the principal develops effective communication which is reflected in the ability to establish communication with school residents and create openness and trust in the school environment. The communication system is effective through weekly coordination meetings with the vice principals and monthly meetings with all teachers. This stage focuses on the preparation of visions, missions, and work programs that are in line with the principles of the Merdeka Belajar Curriculum. The principal translates the Merdeka Learning program into a school activity program that focuses on the skills and abilities needed by students. One of the senior teachers, Ms. ET, revealed:

"Initially, we were a bit confused by the change to the Merdeka Belajar Curriculum. But the Head is very supportive. Every week there must be a coordination meeting, we can share what difficulties we face. He also often said don't be afraid of making mistakes, the important thing is that we continue to learn and process."

In human resource development, the principal facilitates various programs to improve teacher competence. The program includes active learning training that focuses on student-centered learning, problem-based learning, and project-based learning methods. The principal also initiated a reading literacy movement to improve the competence of teachers and students. The workshop on the preparation of a concise lesson plan and assistance in the implementation of the curriculum is carried out on an ongoing basis. As one of the senior teachers revealed in an interview:

"The workshop held really helped us understand the student-centered learning method. The principal not only provides training but also makes sure we can apply it in the classroom."

An important aspect of this stage is the creation of openness and mutual trust between principals and teachers, which is realized through regular dialogue and teacher involvement in decision-making.

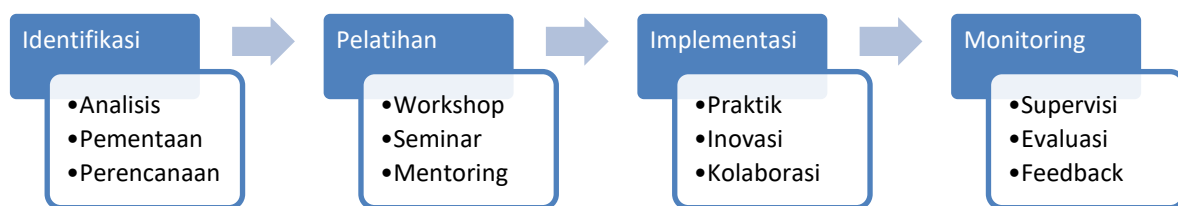


Figure 3. Teacher Competency Development

The implementation stage is marked by the transformation of learning from conventional to more interactive and contextual learning. The first innovation can be seen from the policy of simplifying the lesson plan into a one-page format that focuses on the objectives, types of activities, and essential assessment components. Based on the results of the interviews, teachers showed positive responses and were motivated to implement this concise lesson plan in the preparation and implementation of learning. Mrs. MY said:

"In the past, the lesson plan could be up to a dozen pages, now only one page is enough. At first I was hesitant about whether or not I could do it, but it turned out to be even better. We focus on the important things. Mr. Kepsek also always accompanies if there are difficulties."

The principal also encourages the implementation of learning outside the classroom which includes industrial work practices, field trips, and project-based learning. To support this, teachers actively prepare learning instruments and develop scientific works through limited discussions and meetings. An interesting experience was conveyed by Mr. DR:

"Children become more enthusiastic about learning if they practice directly. For example, for entrepreneurial children, you can immediately check the supermarket, what needs to be maximized to how to make a report. He went home directly to get an idea of what business he wanted to make."



Figure 4. Checking to the Teaching Factory

In the evaluation aspect, the principal develops a comprehensive monitoring and evaluation system. Schools are in the stage of changing the exam mechanism to be more independent and systematic, where teachers conduct assessments and prepare evaluation instruments through limited discussions and meetings. In the aspect of learning evaluation, Mrs. LN shared her experience:

"Now the assessment is more about the process, not just the final result. We also regularly discuss between teachers to equalize perceptions. The Head always emphasizes that the assessment is to help children develop, not to find faults."

Learning supervision is carried out periodically through: a) classroom observation and review of learning tools; b) competency-based teacher performance assessment; c) program evaluation through regular coordination meetings; and d) development follow-up. Mrs. YM, one of the supervised teachers, shared her experience:

"Supervision is now more towards coaching, not looking for mistakes. The Head always gives constructive input. If there is something that needs to be improved, give a concrete example of what it looks like."

The infrastructure support provided includes a digital library for reference resources, a hands-on laboratory equipped with industry-standard equipment, and a variety of Merdeka Belajar resources that can be accessed by teachers and students to support the learning and evaluation process. In terms of infrastructure, the school has developed comprehensive supporting facilities. Head of marketing, said:

1. The transformation of learning to be more contextual and interactive, as evidenced by the increasing participation of students in learning;
2. Increasing teacher competence in learning innovation, as seen from the variety of teaching methods used;
3. Strengthening cooperation with the industrial world through internship programs and industrial visits;
4. Development of learning infrastructure that supports curriculum implementation.

"There is already a teaching factory in the form of SMKmart. The practice lab is also complete with industry-standard equipment. This is very helpful in the learning process."

The results of the evaluation show that the contribution of the principal has resulted in significant changes in the implementation of the Merdeka Belajar Curriculum, reflected in:

The overall results of the study show that the contribution of school principals is comprehensive and systematic, covering managerial, learning, and human resource development aspects that are integrated with each other in supporting the implementation of the Merdeka Belajar Curriculum.

Discussion

Based on the results of the research that has been presented, there are three main aspects of the contribution of school principals in the implementation of the Merdeka Belajar Curriculum that will be discussed in depth, namely effective leadership, the creation of an innovative learning environment, and the development of a collaborative culture.

Effective Leadership

Effective leadership from the principal is very influential in the successful implementation of the Merdeka Belajar Curriculum at SMK Negeri 2 Management and Business Jayapura. A leader's ability to influence, invite, and move others is crucial in achieving educational goals (Sumarno et al., 2023; Dimiyati, 2014). Good leadership can determine the direction and progress of a school. Research by Handayani (2020); Zulfesiah et

al., (2021) revealed that the principal's leadership contributes 75% to the school's progress. This shows that the success of the school depends heavily on the leadership qualities of the principal.

In the context of the implementation of the Merdeka Belajar Curriculum, the results of the study show that school principals have a deep understanding of this concept and are able to communicate it effectively. As revealed in interviews with teachers, the principal not only provides direction but also accompanies the teacher's adaptation process to curriculum changes. This is in accordance with the findings of Nugraha & Gunawan (2023) about the importance of effective communication in the implementation of curriculum changes.

The effectiveness of leadership can also be seen from the systematic teacher professional development program. During the first semester of the school year, the implementation of active learning workshops and literacy programs with a participation rate of 90% was recorded. These findings support the research of Farida et al. (2023) which states that continuous training can improve the effectiveness of learning and student performance. The results of the interviews with teachers confirmed that the training provided was not only theoretical but also practical, allowing teachers to develop innovative teaching methods.

Another important aspect is the ability of the principal to mobilize the active participation of all school residents. Research by Wardani et al., (2021) shows that a collaborative school culture can increase a sense of belonging and responsibility among teachers and students, which in turn improves the quality of education. This is evident from the active involvement of teachers in decision-making, as revealed in an interview with Mrs. RH: "Mr. Head managed to make us all feel involved and responsible in this change."

Overall, the contribution of the principal through effective leadership is very significant in the implementation of the Merdeka Belajar Curriculum at SMK Negeri 2 Management and Business Jayapura. With the ability to communicate vision, provide support and training, encourage participation, and provide inspiration, principals can create an environment conducive to innovation and improvement of education.

Creating an Innovative Learning Environment

The role of the principal in creating an innovative learning environment is the key to the successful implementation of the Merdeka Belajar Curriculum. According to Suryana & Iskandar (2022), school principals must be able to create a safe, comfortable, and inclusive learning environment to improve students' learning processes and outcomes. At SMK Negeri 2 Management and Business Jayapura, the principal has taken concrete steps, as seen from the transformation of the lesson plan into a one-page format and the implementation of learning outside the classroom.

In the aspect of learning tool innovation, the transformation of the lesson plan into a one-page format is an important breakthrough. The results of the interview with Mrs. MY revealed the teacher's positive response: "In the past, the lesson plan could be up to a dozen pages, now only one page. At first I was hesitant about whether or not I could do it, but it turned out to be even better. We focus on the important things." These findings are in line with Sari & Hasanah (2022) who emphasized the importance of administrative efficiency to increase teachers' focus on learning quality.

The principal also facilitates the development of more contextual learning methods. The experience of the Head of Marketing in implementing learning outside the classroom shows a positive impact from students. This approach supports the findings (Simbolon, 2018) about the effectiveness of contextual learning in vocational education.

Teacher training facilitated by school principals includes three main aspects: 1) The use of technology in learning; 2) Implementation of student-centered learning methods; and 3) Development of projects relevant to the industrial world. This is in line with the research of

Sari & Umami (2023) which emphasizes the importance of continuous professional development for teachers. The research data shows that the implementation of active learning training with a maximum level of participation, indicates the high enthusiasm of teachers in competency development.

Overall, the principal's contribution in creating an innovative learning environment at SMK Negeri 2 Management and Business Jayapura is very significant. Through proper training, encouraging collaboration, providing adequate resources, and implementing comprehensive evaluation methods, school principals have succeeded in creating an environment that supports innovation and improving the quality of education. This innovative learning environment allows teachers and students to develop their potential to the fullest and prepare themselves to face the challenges of the Society 5.0 era.

Building a Collaborative Culture

The third aspect that stands out is the success of the principal in building a collaborative culture. According to Rahmawati et al. (2019), a collaborative school culture can increase a sense of belonging and responsibility among teachers and students, which in turn improves the quality of education. The findings of the research at SMK Negeri 2 Management and Business Jayapura show the implementation of a collaborative culture in three dimensions: internal teacher collaboration, mentoring programs, and external stakeholder involvement.

In the dimension of internal collaboration, the principal holds regular discussion forums and weekly coordination meetings. As expressed by Mrs. SN: "We have regular meetings every month to discuss the development of children. Every teacher can share their experience, what obstacles they face." This practice supports the findings of Yohana et al. (2024), which emphasizes the importance of collaboration in improving teacher competence and learning effectiveness. The mentoring program is an effective strategy in knowledge transfer between teachers. Mrs. RH, a senior teacher, explained: "The changes that have occurred are very felt. From the way of teaching, facilities, to the relationship between teachers has become better." This approach is in line with Simbolon's (2018) research which found that mentoring systems improve the quality of learning and professional relationships between teachers.

In addition, the principal at SMK Negeri 2 Management and Business Jayapura also involves parents and the community in school activities. Through activities such as parent meetings, community workshops, and community service projects, school principals create opportunities for parents and the community to actively participate in the educational process. This not only strengthens the relationship between the school and the community, but also provides additional support for students in learning. This supports the research of Kurniati, et al, (2023); Nurkholiq, (2014), which shows the positive impact of multistakeholder involvement on student achievement and character development.

The success of building this collaborative culture is inseparable from the principal's participatory and open leadership style. Leadership that supports collaboration creates a positive work environment and encourages innovation. The observation results showed an increase in teachers' initiatives in developing learning programs and extracurricular activities that support the implementation of the Merdeka Belajar Curriculum.

CLOSING

The results of the discussion show that the contribution of school principals in the implementation of the Merdeka Belajar Curriculum at SMK Negeri 2 Management and Business Jayapura includes three aspects that are interrelated and supportive. Effective leadership, demonstrated through good communication and systematic mentoring, is the foundation for creating an innovative learning environment and building a collaborative culture. This success is evidenced

by the transformation of more contextual learning, the improvement of teacher competence, and the strengthening of multi-stakeholder cooperation.

The effectiveness of the principal's leadership can be seen from his ability to integrate various aspects of curriculum implementation, ranging from human resource development to the provision of supporting infrastructure. This is in line with the findings of previous research that emphasized the importance of the role of school principals in educational change (Handayani, 2020; Zuldesiah et al., 2021). The learning innovations developed, such as the concise lesson plan and contextual learning, provide concrete examples of how the Merdeka Belajar Curriculum can be implemented effectively. Meanwhile, the collaborative culture that has been built strengthens the involvement of all stakeholders in the education process.

The findings of this study not only strengthen previous theories about the crucial role of leadership in educational change, but also make a practical contribution in the form of an Merdeka Belajar Curriculum implementation model that can be adapted by other schools.

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