

## **Principal's Leadership In Implementing The Independent Curriculum To Improve The Quality of Learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh**

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### **KEYWORDS**

principal leadership;  
learning improvement

### **ABSTRACT**

The purpose of this study is to find out how the leadership of school principals in implementing the independent curriculum to improve the quality of learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji. This research uses a qualitative approach with a descriptive type of research. Based on the research findings, it was found that: (1) The planning process is carried out through meetings held at the end of each school year or before the start of the new school year. The parties involved in this planning are the principal, school superintendent, vice principals, teachers, and school committee; (2) The implementation strategy is already on the basis of a very good, effective and efficient concept. The implementation strategy is carried out through: guidance and workshops, education and training, MGMP, motivation, and through control; (3) Obstacles experienced by school principals, namely: teachers who lack mastery of material related to the independent curriculum, lack of infrastructure, workshops that are not on target, lack of funding, and lack of teacher motivation to upgrade knowledge; (4) Evaluation is carried out by determining the focus of evaluation, resource persons, assessment instruments, data collection and final reports, through questionnaires and observations / direct interviews that are routinely conducted. The parties involved in this evaluation are high school supervisors, principals, and vice heads of curriculum.

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### **Introduction**

Education is a process in developing one's own abilities and individual strengths. According to the Indonesian Dictionary, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through

teaching and training efforts. Formal education is carried out by following planned, structured programs from institutions, departments and ministries of a country. While non-formal education with knowledge obtained from everyday life from various experiences either experienced or learned from others. (Baro'ah, 2020) that: "National education is currently facing challenges in creating quality human resources to be able to face competition in society." Then the Ministry of Education and Culture (2019: 22) that: "For this reason, the Ministry of Education and Culture issued a regulation in the form of an independent learning policy."

The existence of the quality of human resources is an important part and determining factor for the development, progress and welfare of the nation. Basically, the progress of a nation is determined by superior, intelligent, creative, innovative and independent human resources by continuing to improve the capacity, quality and integrity of humans themselves through education (Suratini, 2017).

A developed and large nation can be seen from its Human Resources, so in the development of education a nation will never stop and finish, but always make changes in order to improve the quality of national education, for that the dynamics of curriculum education always make innovations changes, especially in a policy. So in every policy change, especially education policy in Indonesia, there are always several curriculum changes, starting from the KBK curriculum (Competency-Based Curriculum), KTSP (Education Unit Level Curriculum), K13 (2013 Curriculum).

This curriculum change is an effort by the government to improve the quality of education, as stated and regulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which is the juridical and philosophical basis for implementing curriculum policies for independent learning, freedom of thought, freedom to innovate, freedom to learn independently and creatively where students and teachers as facilitators have freedom in learning and prepare learning in this regard. The Ministry of Education, Culture, Research, and Technology (Hendri, 2020) explained that: adjusting to changing times in order to prepare the golden generation in the future, one of which is the realization of quality education through the independent learning program.

Indonesia has now begun to implement an independent learning program in the world of education which aims to provide the learning atmosphere required in order to provide happiness for students and teachers. The concept of independent learning is one of the efforts of the government to liberate the way of thinking and expression in every learning that takes place in schools. From the results of various assessments carried out by educational institutions, such as the Computer-Based National Examination (UNBK), the National Assessment (AN), it can be analyzed by various institutions such as the Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS), and the Program for International Student Assessment (PISA), it can be seen that there is a quality gap at the primary and secondary education levels.

Merdeka Belajar revitalizes the education system to build key competencies so that learning activities become fun. In the pedagogy category, independent learning encourages competency-based and values, curriculum, and assessment; and an individual, student-centered needs-based approach. In the curriculum category, Merdeka Belajar forms a curriculum based on competence, focuses on soft skills and character development, while in the assessment system category, Merdeka Belajar presents formative assessments, as well as portfolio-based. (Ministry of Education, Culture, Research and Technology, 2020: 23).

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According to (BUTAR, 2020) the government provides freedom in terms of the curriculum used by each school, just how each school as an education unit responds to implementing the policy by implementing it in their respective schools in accordance with the goals to be achieved by the school. Then according to (Hendri, 2020) that: "In his research interprets Independence with freedom." The problem of education is that there are still many efforts to restraint and teacher skills, as the forefront of education quality is still low in terms of quality. Teachers and students have not felt enough autonomy to determine the direction of learning and teaching wisdom because it is still regulated by binding regulations.

The policy of the Ministry of Education and Culture aims to create independence and flexibility in learning activities in order to produce the desired human resources. According to (Yamin & Syahrir, 2020) that: "The free learning policy has a concept in the form of an offer to build a national education system in order to change and progress a nation." According to (Barlian & Solekah, 2022) stated that the policy of freedom of learning is a change for the success of an education. The change is an effort in improvement towards success. Furthermore, independence can be interpreted as freedom, independence and also freedom.

Independent education is a performative action in offering change to all involved in education, starting from teachers to students and teachers have a very important role in the power of social change. (Hendri, 2020) also explained that: "Teachers and students do not have sufficient flexibility and freedom in determining the direction in implementing learning in schools." The curriculum in schools that are flexible strongly supports the implementation of independent learning in schools.

One of the most important elements in creating an independent learning policy in schools is the principal. This is to support the learning process that can produce graduates who are competent and have character in accordance with the demands and needs of industry and the world of work. This study examines the leadership role of school principals in the implementation of independent learning curriculum policies that can produce graduates who are in accordance with needs.

The implementation of learning activities that lead to independent learning is by being independent, there is freedom, autonomy given and innovative (Muslim, 2020). The essence of independent learning needs to be started by the competence of the principal in understanding and mastering the basic competencies of teachers (Mustaghfiroh, 2020). Therefore, the leadership role of the principal is very important to make teachers as drivers of the learning process in order to create freedom of learning in schools.

In an effort to improve the quality of schools, a leader is needed who is able to provide direction, motivation and is able to inspire all school residents to voluntarily do their best so as not to be eroded by the current of global competition, because the key to success in winning the competition lies in improving the quality of education.

The principal as a learning leader in the school is a determining factor for the success of the school in improving the quality of the school. As revealed by (Hechinger & Fringer, 2021) who stated that: "I have never seen a good school led by a bad principal, and usually a bad school led by a bad principal, I also found a school that failed to be successful, on the contrary, a successful school suddenly decreased in quality.

The rise and fall of the quality of the school depends largely on the quality of the principal. Several researchers have studied the role of the principal as a leader of learning

and its influence on teaching and the learning process. The results of literature studies from previous research show that learning leadership has a strong influence on school success because the principal is the driving force of school progress.

SMAN 1 Labuhanhaji and SMAN Unggul Darussalam are educational institutions that stand in one sub-district, namely Labuhanhaji District, South Aceh Regency. These two educational institutions certainly have their own vision and mission in order to improve student achievement, the quality of teacher and staff work and the quality of schools in general, especially in the implementation of the independent curriculum.

Thus, the existence of the principal's leadership in improving the quality of learning through the implementation of the independent curriculum has an important and strategic role in realizing school programs. However, the results of the researchers' initial observations there are problems and challenges faced by school principals in organizing and managing schools in implementing an independent curriculum, there are still problems that occur.

The researchers found that in the school there are still teachers who do not understand the independent curriculum, and there are even teachers who do not know about the implementation of the current independent curriculum. This is a problem or obstacle faced by the principals of SMAN 1 Labuhanhaji and SMAN Unggul Darussalam in improving the quality of learning through the implementation of an independent curriculum.

Based on the above problems, researchers feel it is important to conduct research to analyze the leadership of school principals in improving the quality of learning through the implementation of an independent curriculum so that it can be implemented optimally.

Based on the above problems, researchers focus more on research on "Principal's Leadership" in improving the quality of learning through the implementation of an independent curriculum. To know clearly about the above problems, it still requires an accurate research. This motivated the author to choose and raise this issue by formulating the title "Principal's Leadership in the Implementation of the Independent Curriculum for Improving Learning Quality at SMAN Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh".

## **Research Methods**

This research uses a qualitative approach with a descriptive type of research. The qualitative approach is an approach used by researchers based on data stated by informants orally or in writing, as well as real behavior, researched and studied as a whole based on facts in the field regarding the Principal's Leadership in Improving Learning Quality through the Implementation of the Independent Curriculum at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.

The data collected is not in the form of numbers, but data derived from interview scripts, field notes, and documents. So that the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in depth, detail and thoroughly.

According to (Arikunto, 2021) descriptive research is: "Research intended to investigate circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of research reports". In descriptive research there are phenomena in the form of forms, activities, characteristics, changes, relationships, similarities and differences between one phenomenon and another.

(Sugiyono, 2019) explained descriptive research, namely: "Research conducted to determine the value of independent variables, either one or more variables (independent)

without making comparisons, or connecting with other variables". While the main purpose of descriptive research is to systematically describe the facts and characteristics of the object or subject under study precisely.

## **Results and Discussions**

In this chapter, the findings and discussions during research in the field are presented. The data that the researchers have collected will be carried out in a process of testing the validity of the data, especially with a credibility test. This is done to ensure that the data that has been collected is in accordance with the actual situation. The results of this study can also provide a concrete picture so as to produce a description of the principal's leadership in improving the quality of learning through the implementation of the independent curriculum at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh. The results of the research that the researchers got are as follows:

### **Principal's Leadership Planning in the Implementation of the Independent Curriculum for Learning Improvement at SMAN Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

Planning is a process of determining what you want to achieve in the future and setting the stages needed to achieve it. Planning is also a systematic and structured thinking process or can be said to be a managerial function to achieve the desired goals.

In this planning management function, the head of SMAN 1 Labuhanhaji and the head of SMAN Unggul Darussalam Labuhanhaji start by forming a school curriculum development team, then provide references to the tasks of the curriculum development team, and then revise the existing curriculum to analyze which parts need to be developed. The research findings at SMAN 1 Labuhanhaji and the head of SMAN Unggul Darussalam Labuhanhaji are as follows:

#### **High School 1 Labuhanhaji**

Based on the results of research and interviews with the Head of SMAN 1 Labuhanhaji regarding the principal's leadership planning in the implementation of an independent curriculum for learning improvement, he told researchers that:

Well, in my planning as a leader or head of the school

LAH has prepared a plan in implementing the Independent Curriculum to improve learning. This planning is a must, a necessity, where it is an effort in the context of developing the curriculum itself. As we know, we must update the curriculum at any time, we strive for development for the objectives, materials, and evaluations contained in it including the design time that must always be adjusted to existing conditions and developments. Then I also had to form a curriculum development team and we provided references to the tasks of the curriculum developer. Then we invite to see or correct the existing curriculum, we see which parts we must change and develop for the sake of improving learning in this high school.

Based on the explanation of the head of SMAN 1 Labuhanhaji above, planning is an absolute thing that must be done so that a goal can be achieved as expected. Furthermore, in line with the statement above, the Deputy Head of Curriculum of SMAN Labuhanhaji also stated to the researcher that:

So the curriculum that we have planned and adjusted to the national curriculum then the implementation will be evaluated later. The development team has received input

from student guardians/committees and other schools, while still being guided by existing and applicable regulations. Well, because this is sustainable. This planning includes from the curriculum used, we must evaluate existing material. After conducting the evaluation later, there must be inputs for better consideration and improvement in the future. All of that we do with the hope of achieving a better learning process in the next school year at this high school.

Furthermore, to ensure the accuracy of the data, researchers also interviewed the teacher of SMAN 1 Labuhanhaji, who told the researcher that:

The process in curriculum development does start from the planning process to the evaluation process. In the planning process itself, it also looks at input from parents and school committees while still being guided by existing rules. If it is felt that the previous learning planning is suitable to be used, the existing learning planning stays in review again and then implemented by maximizing the results in the future.

Then the researcher again confirmed the data from the interview above to the Supervisor of SMAN 1 Labuhanhaji, he conveyed to the researcher that:

The planning that has been prepared by the principal and all other teams has been carried out as well as possible in order to implement an independent curriculum for improving learning in this high school. Our planning is certainly in accordance with the vision and mission that has been set by the school. The planning we do is aimed at a long term of one year or two semesters. We also always strive to achieve goals that lead to vision and mission. So that this planning can succeed the goal of improving learning in schools.

Therefore, from the results of the interview above, it is clear that, the process of planning the principal's leadership in implementing the independent curriculum begins with curriculum management itself, starting from planning in advance to the evaluation process at the end. In planning activities, the curriculum development team will receive and consider various inputs from various parties, namely input from parents, committees, and other schools but still guided by the regulations that have been applied in the School.

**SMAN Unggul Darussalam Labuhanhaji**

Based on the results of an interview with the Head of SMAN Unggul Darussalam Labuhanhaji regarding the principal's leadership planning in the implementation of the independent curriculum for learning improvement, he said that:

I as the principal have planned to use the independent curriculum to improve the quality of learning. This planning is an effort in the context of developing the curriculum itself. So for the curriculum, we must adjust to the central direction, if now IKM, we strive for development for the objectives, materials, and evaluations in it including the design time that must always be adjusted to existing conditions and developments. Then I also provide references to tasks to the curriculum field to see or correct the existing curriculum, to be changed and developed in order to improve the quality of learning in this high school in accordance with the independent curriculum.

Furthermore, in line with the statement above, the Deputy Head of Curriculum of SMAN Unggul Darussalam Labuhanhaji also stated to researchers that:

True, the independent curriculum that we have planned is in accordance with the national curriculum. This planning includes from the curriculum used, we must evaluate existing material. After conducting the evaluation later, there must be inputs for changes and improvements that are even better in the future. If this planning is usually done through an annual work meeting held at the end of each old school year.

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Based on the explanation above, planning is an absolute thing that must be done so that a goal can be achieved as expected. Then, to ensure the accuracy of the data, the researcher also interviewed the teacher of SMAN Unggul Darussalam Labuhanhaji, who told the researcher that: "It is true that planning is carried out every work meeting at the beginning of the year. In the planning process itself, it also looks at the inputs from the school committee while still being guided by existing rules, and is *reviewed* again and then implemented by maximizing the results in the future."

Then the researcher again confirmed the data from the interview above to the Supervisor of SMAN Unggul Darussalam Labuhanhaji, he conveyed to the researcher that:

Yes, of course, our planning is always adjusted to the vision and mission that has been set by the school. The planning we do is aimed at a long term of one year or two semesters. The planning that has been prepared by the principal and all other teams has been carried out as well as possible in order to improve the quality of learning.

Thus, from the results of the research above, the process of planning the principal's leadership in implementing the independent curriculum begins with the curriculum management itself, starting from planning in advance to the evaluation process at the end. Planning activities usually begin with revising the existing curriculum to see if it is still suitable for use or needs to be developed again.

Regarding the main goal, that it remains based on the goals set by the government so that the school only needs to develop or implement in the school, and of course the goals are in accordance with the vision and mission of the school. The planning process by the principal's leadership and implementing the independent curriculum at SMA Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji is carried out in meetings held at the end of each school year or before the beginning of the new school year. So that the data from the meeting was obtained by researchers through the results of the interview written above.

Thus it can be concluded that, in this planning stage, the leadership of the principal and the development team will set goals to be achieved, formulate current problems to develop a series of activities to achieve learning objectives. So that the application of an independent curriculum can be adjusted to the development of science today.

### **Strategy for Implementing Principal's Leadership in the Implementation of the Independent Curriculum to Improve Learning Quality at SMAN Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

In the function of implementation management is the process of implementation of all forms of plans, concepts, ideas, and ideas that have been prepared previously both at the managerial and operational levels in order to achieve organizational goals. It includes the evaluation of the curriculum developed and also the evaluation of the work that has been done. In these two high schools, the implementation strategy was carried out after planning and evaluation related to last year's implementation. The research findings at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji are as follows:

#### **High School 1 Labuhanhaji**

Based on the results of research with the Head of SMAN 1 Labuhanhaji regarding the strategy of implementing the principal's leadership in the implementation of an independent curriculum for improving learning, he explained to the researcher that:

Regarding the implementation of my leadership as a principal in the implementation of the independent curriculum to improve the quality of learning at SMA Labuhanhaji, it has been carried out as well as possible in accordance with existing planning. So regarding the strategy of implementing my leadership as a principal in the implementation of the independent curriculum, it has been carried out through teacher guidance or *workshops* facilitated by the school, through education and training, through MGMP, then motivating teachers to be able to run the independent curriculum as well as possible, and controlling or evaluating the curriculum so that everything runs according to plan.

To strengthen the above statement, the researcher again interviewed the Deputy Head of Curriculum of SMAN 1 Labuhanhaji, who stated that:

Yes, that's right, for the implementation strategy we do according to planning, and of course I also control the course of the program. Through teacher deliberation, we will solve all teacher problems in preparing learning modules in accordance with the independent curriculum. Then the curriculum section will evaluate first, and determine the next steps. In addition, the implementation of the principal's leadership in the implementation of the independent curriculum is also carried out through teacher guidance or *workshops*, through education and training, then providing motivation to teachers, and controlling or evaluating the course of each expected learning process.

Based on the results of the interview above, it is known that the implementation has been carried out as well as possible. The implementation of the principal's leadership in the implementation of the independent curriculum has been carried out through teacher guidance or *workshops*, education and training, MGMP, motivating teachers, and controlling or evaluating program implementation.

Furthermore, the researcher also interviewed a teacher in the field of study of SMAN 1 Labuhanhaji to confirm the truth of the above research, to the researcher he said that:

Yes, the headmaster has led us as well as he could, he set a good example in this school environment. The headmaster also goes around controlling the course of learning in the classrooms. Then after supervising, the principal guided the teachers and gave us teachers the opportunity to be able to attend training and further education to support our professionalism in education and learning.

Then the researcher also interviewed the teacher of SMAN 1 Labuhanhaji to confirm the statement from the principal, to the researcher he said that:

That's right, the principal leads the teachers to conduct learning professionally. The strategy of implementing the principal's leadership in the implementation of the independent curriculum is carried out through MGMP, through education and training, through teacher guidance or *workshops* facilitated by the school, then controlling or evaluating the curriculum so that everything runs according to plan, and motivating teachers to be able to run the independent curriculum as well as possible.

Based on this statement, the one who acts as the leader to control the implementation of the independent curriculum is the Principal of the High School itself. As a school principal, the implementation of the independent curriculum to improve the quality of learning at SMA Labuhanhaji has been carried out as well as possible in accordance with existing planning.

#### **SMAN Unggul Darussalam Labuhanhaji**

Based on the results of research with the Head of SMAN Unggul Darussalam Labuhanhaji regarding the strategy of implementing the principal's leadership in the



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implementation of an independent curriculum for improving learning, he explained to the researcher that:

Regarding the implementation of the independent curriculum to improve learning at SMAN Unggul Darussalam Labuhanhaji, it has been implemented in accordance with existing planning. The strategy of implementing the independent curriculum has been carried out through MGMP, teacher guidance or *workshops* facilitated by schools, through education and training, then motivating teachers to be able to run the independent curriculum as well as possible, as well as controlling or evaluating the curriculum so that everything runs according to plan and can improve learning.

To strengthen the above statement, the researcher again interviewed the Deputy Head of Curriculum of SMAN Unggul Darussalam Labuhanhaji, who stated that:

For the implementation strategy we do according to the plan, and of course I also control the course of the program. The implementation of the principal's leadership in the implementation of the independent curriculum is also carried out through supervision, guidance or *teacher workshops*, MGMP, through education and training, then providing motivation to teachers, and controlling or evaluating the course of each expected learning process.

Based on the results of the interview above, it is known that the strategy of implementing an independent curriculum to improve learning at SMAN Unggul Darussalam Labuhanhaji has been carried out very well. The implementation of the principal's leadership in the implementation of the independent curriculum has been carried out through teacher guidance or *workshops*, education and training, MGMP, motivating teachers, controlling or evaluating program implementation, and educational supervision.

Furthermore, the researcher also interviewed a teacher in the field of study of SMAN Unggul Darussalam Labuhanhaji to confirm the truth of the above research, to the researcher he said that:

Yes, it is true that the principal has led us, the principal also goes around controlling the running of learning in the classrooms. Then after supervising, the principal provides opportunities for teachers to be able to attend training and further education to support teacher professionalism in learning.

Then the researcher also interviewed the Supervisor of SMAN Unggul Darussalam Labuhanhaji to confirm the above statement, to the researcher he said that:

That's right, it's the principal who leads the teachers to conduct learning professionally. The strategy of implementing the principal's leadership in the implementation of the independent curriculum is carried out through MGMP, then controlling or evaluating the curriculum so that everything runs according to plan, through teacher guidance or *workshops* facilitated by the school, motivating teachers to be able to run the independent curriculum as well as possible and through education and training.

Based on the statement, the one who acts as a leader to control the implementation of the independent curriculum is the Principal of the High School itself. As a school principal, the implementation of the independent curriculum for improving learning at SMAN Unggul Darussalam Labuhanhaji has been carried out as well as possible in accordance with existing planning.

Regarding the strategy of implementing the principal's leadership in the implementation of the independent curriculum at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji, it has been carried out through teacher guidance or

*workshops* facilitated by the school, through education and training, through MGMP, then motivating teachers to be able to run the independent curriculum as well as possible, and controlling or evaluating the curriculum so that everything runs in accordance with the existing planning to realize quality learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.

### **Obstacles in the Principal's Leadership in the Implementation of the Independent Curriculum for Improving Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

In implementing the principal's leadership for the implementation of the independent curriculum for the sake of improving the quality of learning, there are several obstacles felt in the process of implementing the principal's leadership management. Among them is related to the independent curriculum module that is applied. The research findings at SMAN 1 Labuhanhaji and the head of SMAN Unggul Darussalam Labuhanhaji are as follows:

#### **High School 1 Labuhanhaji**

Based on the results of research with the Head of SMAN 1 Labuhanhaji regarding the constraints of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning, he told the researcher that:

If the obstacles to the principal's leadership in implementing the independent curriculum for improving learning at SMAN 1 Labuhanhaji are: lack of teacher motivation, teachers lack of mastery of the material delivered related to the independent curriculum, lack of adequate infrastructure, and programs that have not been achieved. Then the trainings that are carried out if I see it are still not on target. So the technical guidance carried out is still not on target so in general it is still not specifically a gem of study or subject area. Another obstacle is related to funding for improving education and learning, especially funding for activities related to the independent curriculum.

In line with the statement above, the Deputy Head of Curriculum of SMAN 1 Labuhanhaji also gave a statement related to the obstacles faced by school principals in leading to implement this independent curriculum, to researchers he said that:

True, of course there are obstacles in leading the implementation of the implementation of the new curriculum. The obstacles are: lack of adequate infrastructure, teachers lack of mastery of the material delivered and programs that have not been achieved, and lack of funding and motivation of teachers in improving quality learning.

To strengthen the above statement, the researcher again interviewed the Superintendent of SMAN 1 Labuhanhaji to confirm the obstacles faced by the principal. As for the researcher, he said that:

True, there are several obstacles in improving the quality of learning, namely: there are programs that have not been achieved, teachers lack mastery of the material presented, lack of motivation of educators to *upgrade* their abilities and limited funding for education and training activities, as well as lack of adequate infrastructure. Then for the local MGMP team itself, we have not been able to maximize the gathering time, because each of them has a busy life.

Based on the results of the interview above, it can be concluded that there are obstacles for school principals in implementing the independent curriculum. The obstacles to the principal's leadership in implementing the independent curriculum to improve the quality of learning at SMAN 1 Labuhanhaji are: lack of teacher motivation, lack of mastery of the material delivered related to the independent curriculum, lack of adequate infrastructure, then the trainings carried out have not been on target, then there

are constraints on funding to improve education and learning, especially funding for Activities related to the Independent Curriculum.

#### **SMAN Unggul Darussalam Labuhanhaji**

The results of research related to the constraints of the principal's leadership in the implementation of the independent curriculum for improving learning, have been stated by the Head of SMAN Unggul Darussalam Labuhanhaji, that:

There are several obstacles to the principal's leadership in implementing the independent curriculum to improve the quality of learning at SMAN Unggul Darussalam Labuhanhaji, namely: there are some teachers who do not master the material presented related to the independent curriculum, then the workshops carried out are still not on target. Another obstacle is related to funding for education and learning improvement programs for teachers.

In line with the statement above, the Deputy Head of Curriculum of SMAN Unggul Darussalam Labuhanhaji also gave a statement related to the obstacles experienced by the principal in leading to implement this independent curriculum, to the researcher he said that: "The obstacles that we feel certainly exist, such as: lack of infrastructure adequate, lack of funding in improving quality learning."

To strengthen the above statement, the researcher again interviewed the teacher of SMAN Unggul Darussalam Labuhanhaji to confirm the obstacles faced by the principal. As for the researcher, he said that: "True, for the obstacles we feel as teachers and principals also feel it, such as: limited funding or budget for education and training activities, then we also lack adequate infrastructure. Then it is difficult to follow the group meeting or MGMP team."

Based on the results of the interview and the results of the research above, it can be concluded that there are obstacles for school principals in implementing the independent curriculum. The obstacles to the principal's leadership in implementing the independent curriculum to improve learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji are: lack of adequate infrastructure, then *the workshops* carried out have not been on target, then there are obstacles in terms of funding in improving quality education and training.

#### **Evaluation of the Principal's Leadership in the Implementation of the Independent Curriculum for Improving Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

The evaluation of the principal's leadership is to measure the implementation of aspects of the principal's managerial process and substance and the principal's performance achievements in academic, non-academic fields at the school he leads. Evaluation and assessment is an effort to obtain various information periodically, continuously, and thoroughly about the process and results of growth and development of abilities or professionalism achieved by educators. The research findings at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji are as follows:

##### **High School 1 Labuhanhaji**

This evaluation emphasizes the success of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning and develop the ability of teacher professionalism to educate and develop learning methods guided by the independent curriculum.

Based on the results of research with the Head of SMAN 1 Labuhanhaji regarding the evaluation of the principal's leadership in the implementation of the independent curriculum for learning improvement, he told the researcher that:

To evaluate the implementation of the independent curriculum in improving the quality of learning at SMAN 1 Labuhanhaji, clear steps are needed in carrying out the evaluation, namely determining the focus of evaluation, determining resource persons, assessment instruments, data collection and final reports. This evaluation can be done through a questionnaire that has been prepared, or through direct observation or interview. The parties involved in this evaluation are high school supervisors, principals, and vice heads of curriculum. This evaluation is certainly carried out to see the results of the planned program implementation. If problems are found, it will be an evaluation material for better improvements in the future.

In line with the statement of the Head of SMAN 1 Labuhanhaji regarding the evaluation of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning, the Deputy Head of Curriculum of SMAN 1 Labuhanhaji also stated that:

That's right, every program implementation will certainly have an evaluation through questionnaires and direct observation. In this case, the evaluation results show that the implementation of the independent curriculum for learning improvement has been carried out in accordance with the initial planning. Then, the parties involved in this evaluation are high school supervisors, principals, and vice heads of curriculum. It is hoped that this evaluation can be a reference for better program planning and implementation in the future.

To substantiate the above statement, the researcher again interviewed the Supervisor of SMAN 1 Labuhanhaji, who stated that:

True, I am directly involved in the implementation of the independent curriculum for learning improvement. In this evaluation activity, the parties involved are: high school supervisors, principals, and deputy heads of curriculum. This evaluation can be done through a questionnaire that has been prepared, or through direct observation or interview.

From the statement above, it is clear that the assessment or evaluation of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning is very necessary, in order to see the achievement of the program and the weaknesses or difficulties experienced by teachers in implementing the program.

#### **SMAN Unggul Darussalam Labuhanhaji**

Evaluation is needed to see the extent of the success of the principal's leadership in the implementation of the independent curriculum for learning improvement. Based on the results of research with the Head of SMAN Unggul Darussalam Labuhanhaji regarding the evaluation of the principal's leadership in the implementation of the independent curriculum for learning improvement, he told the researcher that:

Evaluation aims to see the results of the planned program implementation. If problems are found, it will be an evaluation material for better improvements in the future. To evaluate the implementation of the independent curriculum in improving the quality of learning at SMAN Unggul Darussalam Labuhanhaji, clear instruments are needed for assessment, data collection and final reports. The evaluation planned and carried out by the principal is through questionnaires, through direct observation and interviews. Alhamdulillah, for this evaluation, we routinely do it once a month. Then related to the parties involved in this evaluation, namely: the high school supervisor, me as the principal, and the Vice Head of curriculum.

## Principal's Leadership In Implementing The Independent Curriculum To Improve The Quality of Learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh

In line with the statement above, the Deputy Head of Curriculum of SMAN Unggul Darussalam Labuhanhaji also stated that:

That's right, the evaluation activity is routinely carried out once a month. The evaluation we do through questionnaires and direct observation. Then, the parties involved in this evaluation are high school supervisors, principals, and vice heads of curriculum. In this case, the evaluation results show that the implementation of the independent curriculum to improve the quality of learning has been carried out in accordance with the initial planning.

From the statement above, it is clear that the assessment or evaluation of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning is very necessary, in order to see the achievement of the program and the weaknesses or difficulties faced by teachers in implementing the program. Furthermore, to strengthen the above statement, the researcher again confirmed the data findings to the Supervisor of SMAN Unggul Darussalam Labuhanhaji, to the researcher he stated that:

In this evaluation activity, the parties involved are: me as the supervisor of this high school, the principal, and the Vice Head of curriculum. This evaluation can be done through a questionnaire that has been prepared, or through direct observation or interview. Then I was also directly involved in supervising the implementation of the independent curriculum to improve the quality of learning.

Thus, it can be concluded that evaluation of the principal's leadership in the implementation of the independent curriculum for learning improvement is needed. This aims to see the extent of the achievement of the program, as well as the weaknesses or difficulties experienced by teachers in implementing the program.

So that the evaluation carried out can be a reference for compiling better, effective and efficient planning. This evaluation can be done through a questionnaire that has been prepared, or through direct observation or interview with the results of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji.

The evaluation of the principal's leadership in the implementation of the independent curriculum to improve the quality of learning was carried out by the high school supervisor, principal, and deputy head of curriculum, along with all teachers involved. The evaluation is carried out every month, in order to find out the obstacles in implementing the independent curriculum to improve the quality of learning.

By knowing all the obstacles in implementing each program, it is hoped that it can be a reference in the following year in order to be able to correct all weaknesses in the planning and implementation of the program. So that the leadership of the principal in the implementation of the independent curriculum to improve the quality of learning in the high school can be minimized all weaknesses in its implementation, and can also motivate teachers to continue to educate the nation's children very professionally, actively, creatively, and innovatively in learning.

### **Discussion**

The discussion of the results of this study is intended to be able to provide an explanation of the findings obtained at the research location, both in the form of interpretation and in the form of argumentation as findings. This allows researchers to draw conclusions about the findings and the implications of the findings themselves.

Based on the main focus, the principal's leadership planning in implementing an independent curriculum for learning improvement at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh. The sub-focus of this research is planning, implementation, constraints, and evaluation faced in implementing an independent curriculum for learning improvement.

The conclusion of the findings and their implications is expected to be able to give birth to new ideas, concepts, principles and theories that need to be developed in carrying out learning in accordance with the independent curriculum, especially those concerning the principal's leadership management in implementing the independent curriculum for learning improvement at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh. The following will be discussed the following points of findings:

### **Principal 's Leadership Planning in the Implementation of the Independent Curriculum to Improve Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

Basically, planning is a determination of decisions regarding the process of selecting actions or activities to be carried out by an organization or company and its parts. According to (Istiana, 2023) that: "The function of planning, namely as having to make plans and develop strategies that are right on target so that common goals can be achieved effectively and efficiently." Planning activities must have decision-making activities regarding the goals to be achieved and how the process will be carried out to achieve goals in an organization or company.

Planning is the process of preparing subject matter, the use of teaching media, the use of teaching approaches and methods, and assessment in an allocation of time that will be carried out at a certain time to achieve predetermined goals. In the world of education, planning is often associated with learning, where learning is one of the sub-systems of education in addition to the curriculum, learning is related to how to teach contained in the curriculum.

(Istiana, 2023) explained that: "Learning is designed by considering the current stage of development and level of achievement of students, according to learning needs, and reflects the diverse characteristics and development of students so that learning becomes meaningful and fun."

In the management system, planning is the main function that must be carried out first before we finally carry out other management functions. Planning is important to do because in the planning process we will determine the goals and steps that must be taken as an effort to achieve these goals, then the issue of time and funds needed to achieve the goals to be achieved are all discussed in the planning stage.

According to (Nardawati, 2021) "Planning is the first step of every process to obtain satisfactory results . A successful process or output that is in line with what is expected requires good planning." However, whatever work is done without going through good planning, it will be certain to produce output as it is in accordance with the efforts made.

Planning is very important as part of management, especially the planned field is a very substantial field, namely education. Education by using careful planning in the process will produce good education as well. Good education is education that in the process is able to develop all the natures of students, especially the nature of reason and religion. With this nature, students will be able to develop rational thinking power. Meanwhile, through religious nature, pillars of goodness will be embedded in students which are then implied in all their life activities.

## Principal's Leadership In Implementing The Independent Curriculum To Improve The Quality of Learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh

To achieve a good level of education as mentioned above, it is necessary to plan concrete steps so that it can be implemented by education actors and education managers in accordance with the facilities and infrastructure as well as available human resources. Vice versa, education that is not planned properly will have an impact on the educational process that is not in accordance with the goals and expectations of education in essence.

In this planning process, goals will be set to be achieved before then formulating which parts to develop. Planning basically determines the activities to be carried out in the future. This activity is intended to organize various resources so that the results achieved are as expected. Planning is the process of determining the goals or objectives to be achieved and determining the path and resources needed to achieve those goals as efficiently and effectively as possible.

In every planning there are always three activities that although distinguishable, but cannot be separated from one another in the planning process. The three activities are: Formulation of goals to be achieved; Selection of programs to achieve goals; Identification and deployment of resources that are always limited.

Planning is the act of determining in advance what will be done, how to do it, what must be done and ready to do it. Planning is also called a bridge that connects the gap or gap between the present and the situation that is expected to occur in the future.

Although future circumstances are difficult to predict because many factors beyond human control affect the plan, the plan will not give up the present and expected future conditions. In addition, in the planning stage, it is necessary to identify and select problems that need attention. Next, look for the cause of the problem, then determine the main or dominant cause and finally make an improvement plan and determine the target.

In accordance with this theory, SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh itself have carried out the planning function well because the first thing to do in the planning process is to formulate the goals to be achieved before then formulating which parts will be developed. According to Law No. 20 of 2003 concerning curriculum is: "As a guideline or management tool, which contains instructions on the types and sources of participants needed, the medium of delivery, actions that need to be taken, sources of costs, energy, necessary facilities, control and evaluation systems, the role of energy elements to achieve certain goals."

Then also set the steps that must be taken in achieving these goals. Schools don't always change what already exists. Instead, first revise the curriculum that has been implemented and then see which parts of the curriculum need to be changed or developed.

So in this planning, the development team including the principal will see the vision and mission of the school then set long-term goals, which are annual. This planning also looks at aspects of the development of science and technology and considers the opinions of the school committee and *stakeholders*. Only then will the team determine the steps that will be taken to achieve these goals.

### **Strategy for Implementing Principal's Leadership in the Implementation of the Independent Curriculum to Improve Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

Strategy is a unified comprehensive and integrated organizational plan needed to achieve organizational goals. With a strategy, an organization will get or obtain a strong position or position in its work area. This is because the organization has better knowledge and experience in approaching the needs and desires of customers in the work area it serves.

Strategy is a means to achieve the ultimate goals of the organization, but strategy is not just a plan, but a unity of plans. This strategy connects all the parts of the organization into one, so that the strategy is covered in all important aspects in the organization, so that the integrated strategy of all parts of the plan must be equal to each other and dependent. Thus, defining or requiring a level of organizational commitment, where this group of organizations must be responsible for directing strategies that refer to the end result or end goal.

At the school level, the leader is the principal and at the class level, the teacher is the teacher. This explains that in the implementation or implementation of curriculum developer management see how the process of implementing the curriculum that has been planned and its objectives at the beginning of the planning process. Hamalik (2019: 139) suggests that: "The implementation of the curriculum is divided into two levels, namely the implementation of the curriculum at the school level and the grade level".

The implementation of the school level is controlled directly by the Principal as a leader by setting policies and conducting supervision and guidance either directly or indirectly. While in the classroom the implementation is left to the task of a teacher. The basis for the implementation of the independent curriculum refers to the decree of the Minister of Research and Technology and Higher Education No. 56 of 2022 concerning guidelines for curriculum implementation in the context of learning recovery (independent curriculum) as a complement to the previous curriculum.

One of the functions of the management system that cannot be eliminated is the *control function*. According to (Hamalik, 2019) the control function includes: "Procurement activities of a reporting system that is compatible with the overall reporting structure, developing behavioral standards, measuring results based on desired qualities in relation to objectives, implementing corrective actions and providing rewards."

Implementation is carried out to achieve the desired goal. The implementation of the independent curriculum at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh is directly controlled by the principal and assisted by the waka curriculum. The control carried out can be in the form of direct supervision of existing activities and also control on the results of the evaluation of the program implemented.

Based on the results of the interview, researchers understand that the implementation of the principal's leadership in the implementation of the independent curriculum for learning improvement itself has not fully run optimally. The implementation is still limited to how teachers collect learning modules on time, and follow the direction of the curriculum by following MGMP.

In accordance with the explanation of the data above, it was found that in the process of implementing the principal's leadership in the implementation of the independent curriculum to improve the quality of learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh, it was carried out through teacher guidance or *workshops* facilitated by the school, through education and training, through MGMP, then motivating teachers to be able to run the independent curriculum as well as possible, as well as controlling or evaluating the curriculum so that everything runs according to plan.

### **Obstacles in the Principal's Leadership in the Implementation of the Independent Curriculum for Improving Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

The principal is a teacher (functional status) who is appointed as the principal (structural status) of the school institution. According to Wahjosumidjo (2022: 30) that:



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"The principal is a teacher who is functionally tasked with leading an institution or school where the teaching and learning process takes place or where interaction between teachers and students is taught."

The principal is a teacher with the ability or ability to manage all the resources available in the school so that they can be optimally utilized to achieve common goals. The principle of the principal is very broad for individuals, the resources that the principal gathers are a viable alternative to perform the task and become a guideline without limits. Therefore, a collaborative or team-oriented approach can improve leadership efficiency/effectiveness and can overcome various obstacles in the principal's leadership.

The problem that will be faced by the headmaster is about the development of school resources. School resources can be grouped into non-human resources, human resources, and physical resources. Furthermore, there are several obstacles encountered by the principal in making plans, that the planning of the annual work program in which there are several sub-fields with general details, has not been implemented optimally. The program did not work well, mainly due to budget constraints or financing available at both schools

Based on research findings that in its implementation often experience several obstacles so that various solutions will be sought in overcoming these obstacles. Constraints in the implementation of curriculum development management can be seen from various things ranging from the planning process to the control process.

In SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji in its implementation, many obstacles occurred ranging from the quality of human resources that were poorly prepared, the lack of adequate infrastructure , to the time needed in the development process itself. But there are similarities in the two schools, namely, there is high learning motivation possessed by these teachers.

Schools have been appointed to implement an independent curriculum by the central education ministry, so that the application itself is still not optimal. Starting from the training carried out in connection with the implementation of the independent curriculum itself, it is recognized that it is not going well. Teachers find it difficult with the curriculum system that must be combined between one material and another.

Then also the obstacle is that the time needed for the gathering of the MGMP team in particular is still difficult to determine. So that in implementing the independent curriculum in improving the quality of learning, it still needs to be improved and evaluated starting from the management system to the implementation and evaluation process.

In accordance with the data exposure, it was found that in the process of implementing the independent curriculum in improving learning for students of SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji experienced various obstacles, including problems with the quality of human resources, the time needed for the development process, and the determination of the implementation of the new curriculum, namely the independent curriculum, which ultimately affected the availability of teaching materials in the form of books that were still lacking Adequate.

**Evaluation of the Principal's Leadership in the Implementation of the Independent Curriculum for Improving Learning Quality at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji South Aceh.**

After the principal successfully leads and implements the independent curriculum, an evaluation will be carried out on the results of the implementation of the independent

curriculum. This program evaluation is useful to see how far the implementation of the independent curriculum can be absorbed by teachers who are members of MGMP. The evaluation is carried out by the principal, school supervisor, deputy head of curriculum, and MGMP administrators by looking at each activity item as stated in the annual program plan. According to (Gaddafi et al., 2019) stated that: "The evaluation process begins by holding a meeting of the board and members of the Teacher Working Group (KKG). The management reports on the implementation of the KKG program and accounts for it at the end of the school year".

According to (Istiana, 2023) that: "Basically, evaluation has an important position in curriculum development. As a supervision of the curriculum that is carried out, especially in the realm of independent learning, it serves as a medium of confirmation of the success or failure of the curriculum built."

So, evaluation is one part of the management system, namely planning, organization, implementation, monitoring and evaluation. Without evaluation, it will not be known how the condition of the evaluation object in the design, implementation and results. School principals have the ability to carry out quality development by taking advantage of greater opportunities, so that quality assurance about the competence and professionalism of teachers at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji can be accounted for.

Training program evaluation is a holistic evaluation, which is used to assess the effectiveness and efficiency of a training program. Training program evaluation is divided into two, namely formative evaluation and summative evaluation. Formative evaluation is used as a means of collecting data and information that will be used as a basis for improving the quality of training programs. Data and information from formative evaluation are information data related to deficiencies in the training program.

While summative tests are used to obtain data and information that is useful for making decisions about the sustainability of a training program. Formative evaluation is carried out during the training program, while summative evaluation is carried out at the end of the training program. Evaluation The implementation of the independent curriculum in improving the quality of learning seen from the aspect of products (results) has been implemented well and runs according to purpose or not.

Thus, the evaluation of the training program is carried out not only to determine the effectiveness and efficiency of the implementation of training but also to obtain information related to existing shortcomings so that later the training program can be improved and given a decision whether it can be continued or not. Training program evaluation can also be used to determine the impact of the training program on improving the quality of learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji.

This is in accordance with what Arikunto said (Wahyudi, 2019) that: "Program evaluation is a planned process to find out the extent to which the objectives of a program have been realized". The purpose of program evaluation is to obtain objective information about the implementation of a program, as well as to determine the achievement of program objectives by analyzing how far the implementation of program activities is, furthermore, the results of the implementation of program evaluation are used as a reference to carry out follow-up activities and as a decision-making process.

The implementation of training program evaluation is a gradual process with various steps that need to be taken to achieve the evaluation objectives. Such as the steps that need to be taken by evaluators proposed by (Pribadi, 2009), among others, are:

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(1) Determine the focus of evaluation; (2) Determine respondents. Respondents can come from participants, teaching staff or coaching staff; (3) Determine data collection methods/instruments such as surveys, observations, interviews or document analysis; (4) Conduct data collection and analysis. The data and information that have been collected are then analyzed either qualitatively or quantitatively. Data triangulation can be used in analyzing successfully collected data which will later assist evaluators in making recommendations as the final result of evaluation; (5) Prepare an evaluation report.

The results of the evaluation in the form of recommendations must be disclosed completely, logically and comprehensively so that they can be used as consideration in decision making related to the improvement and sustainability of the training program. By following these steps, it is hoped that the evaluation of the training program can be carried out optimally so that the assessed training program can be corrected if there are shortcomings and can be changed if it is not in accordance with the needs and development of the work needs of employees or agencies.

Evaluation can be done by preparing a clear, detailed, and realistic monitoring and evaluation plan as a guideline in conducting internal monitoring and evaluation; Establish cooperation with competent parties as facilitators in carrying out monitoring and evaluation. In addition, an evaluation can also be carried out after an activity program is implemented.

(Kristiawan & Muhaimin, 2019) stated that this evaluation aims to: "(1) Develop a clear, detailed, and realistic monitoring and evaluation plan as a guideline in conducting internal monitoring and evaluation; (2) Establish cooperation with competent parties as facilitators in carrying out monitoring and evaluation so as to provide input for improvements for further activities".

In addition, there are several evaluation objectives, namely to obtain a basis for the final consideration of a period of work, in this case the use of an independent curriculum in learning, what has been achieved, what has not been achieved, and what needs special attention. Then to ensure an effective and efficient way of working (principal) that brings the organization to the use of its resources efficiently and economically. As well as to obtain facts about difficulties, obstacles, deviations seen from certain aspects, in order to improve the professionalism of a teacher / educator.

### **Conclusion**

Based on the results of research and data analysis conducted by the author regarding the leadership of school principals in the implementation of the independent curriculum to improve the quality of learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji, it can be concluded that:

The planning process of the principal's leadership in the implementation of the independent curriculum to improve learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji is carried out in meetings held at the end of each school year or before the beginning of the new school year begins. The parties involved in this planning are the principal, school superintendent, vice principals, teachers, and the school committee. In this planning stage, the development team will set goals to be achieved, formulate current targets to achieve educational goals.

The strategy of implementing the principal's leadership in the implementation of the independent curriculum to improve learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji has been very good, effective and efficient. This

implementation strategy is carried out through teacher guidance or workshops facilitated by schools, through education and training, through MGMP, then motivating teachers to be able to run the independent curriculum as well as possible, and control or evaluate the curriculum so that everything runs according to plan.

The obstacles experienced in the implementation of the independent curriculum to improve learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji are due to lack of mastery of the material delivered related to the independent curriculum, lack of adequate infrastructure, and programs that have not been achieved. Then the trainings that are carried out if I see it are still not on target. So the technical guidance carried out is still not on target so in general it is still not specifically a gem of study or subject area. Another obstacle is related to funding for improving education and learning, especially funding for activities related to the independent curriculum. For teachers at SMAN 1 Labuhanhaji, they are still constrained by self-motivation to improve teacher performance, but unlike SMAN Unggul Darussalam Labuhanhaji, they are better in the self-motivation possessed by each teacher to continue to upgrade their knowledge.

Evaluation of the implementation of the independent curriculum in improving learning at SMAN 1 Labuhanhaji and SMAN Unggul Darussalam Labuhanhaji requires clear steps in carrying out the evaluation, namely by determining the focus of evaluation, determining resource persons, assessment instruments, data collection and final reports. This evaluation is carried out through questionnaires or through direct observation or interviews. The evaluation activity is routinely carried out once a month. The parties involved in this evaluation are high school supervisors, principals, and vice heads of curriculum. This evaluation is certainly carried out to see the results of the planned program implementation. If problems are found, it will.

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