The Role of Principal Academic Supervision in Optimizing Independent Curriculum Implementation

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Abstract

The Independent Curriculum aims to improve students' learning outcomes in numeracy, literacy and emphasizes the development of 21st century competencies which include critical thinking skills, creativity, collaboration, communication, and the ability to learn independently, but the implementation of the Independent Curriculum, junior high school level in Bengkulu City, is still limited this is due to the uneven understanding of teachers, there are still many teachers who have difficulty in understanding the concept of the independent curriculum. In order for teachers to be able to apply the concept of the independent curriculum optimally, effective guidance, support and monitoring are needed from the principal through academic supervision. This study aims to analyze the form of academic supervision of the principal in implementing the independent curriculum in Junior High Schools in Bengkulu City. This type of research is a combination research (Mix Method) with a Sequential Explanatory Design model approach. The population and sample of the study used purposive sampling techniques. The study population was 159, namely teachers at Junior High School 5, Junior High School 18, Junior High School 24 and Junior High School 9 in Bengkulu City. The study was conducted for seven months (April - October 2023). Data collection techniques: observation, questionnaires, interviews and documentation. Data that has been collected in the form of questionnaires will be scored and analyzed using descriptive statistics, namely using the percentage formula (%), qualitative data is analyzed using the Miles and Huberman model. The results of the study confirmed that the principal's academic supervision has a strategic role in improving the implementation of the independent curriculum in junior high schools in Bengkulu City, the form of academic supervision of the principal in the implementation of the independent curriculum in junior high schools in Bengkulu City.

Keywords: Academic Supervision, School Principal, Implementation of the Independent Curriculum

INTRODUCTION

The Independent Curriculum is a major policy launched by the Indonesian Ministry of Education, Culture, Research and Technology to provide space for students and teachers to carry out a learning process that is more flexible and centered on the needs of students. This curriculum emphasizes the development of 21st century competencies which include critical thinking, creative, collaboration, communication skills, as well as the ability to learn independently. (Kepmendikbudristekdikti, 2022). The importance of implementing the Merdeka

Curriculum as an important policy in efforts to save the situation of reduced learning loss as a result of the Covid19 pandemic (Abdul Fattah Nasution et al., 2023). As stated by (Rusmiati, Ashifa, and Herlambang 2023) the Merdeka Curriculum is very appropriate to be applied to students in accordance with the demands of 21st century education, because the concept of independent learning can encourage students to form knowledge aspects of their abilities, help shape their personality, and help to form skills and have the ability to adapt to the social environment. The implementation of the Merdeka Curriculum aims to prepare output capabilities (graduates), in terms of soft skills and hard skills so that they have skills that are in line with what the world needs, as well as equipping output (graduates) with leadership skills with character (Ramadan and Imam Tabroni, 2020).

The Merdeka Curriculum is to increase students' learning outcomes in numeracy and literacy, because these two aspects are indicators in the Program for International Student Assessment (PISA) which is an assessment carried out by the Organization for Economic Co-operation and Development (OECO) for 15 year old children throughout the world as well as Indonesia, to determine students' abilities in the fields of reading, mathematics and science In the independent curriculum the concept of learning uses a differentiation approach (Rahman and Fuad, 2023).

In the context of its implementation in junior high schools (SMP), school principals have a very strategic role in ensuring the successful implementation of the Independent Curriculum. One of the key roles of the school principal is to provide effective academic supervision to teachers, so that they can adapt learning methods and materials in accordance with the principles of the Independent Curriculum. (Akram and Ansar, 2021). The principal as supervisor is responsible for implementing student learning so that learning objectives can be achieved effectively and efficiently (Soro, Handayani, and Zein, 2022). The principal as supervisor together with the teachers ensures that all learning activities are carried out well and provides opportunities for teachers to improve their competence. Apart from that, the principal as supervisor also interacts with teachers to prepare appropriate learning resources, media and learning processes. (Dagnew Kelkay, 2020)

Even though the Merdeka Curriculum is expected to improve the quality of education, its implementation in schools still faces various challenges, including the readiness of school principals to carry out academic supervision, teachers' skills in adapting the new curriculum, and differences in perceptions regarding the curriculum. Therefore, it is important to map the roles and challenges faced by schools in implementing effective academic supervision in Bengkulu City State Middle Schools (Mustari, 2022). In the implementation of the independent curriculum, teachers and school principals still face problems, this is because many schools are still not ready. Indeed, the implementation of this curriculum depends on school readiness (Rusmiati, Ashifa, and Herlambang, 2023)

Academic supervision is not just supervision, but also providing guidance and support that encourages improvement in the quality of teaching. School principals as educational leaders must be able to create an environment that supports innovation in learning, as well as developing teacher capacity through

various forms of supervision (Simamora et al. 2024). Academic supervision is a professional effort for teachers to improve the quality of learning implementation and mentoring to improve students' learning outcomes, therefore supervision plays a very important role in achieving good quality and quantity of learning in educational units (Efriyanti, Arafat, and Wahidy 2019). Supervision is almost the same as supervision, but supervision places more emphasis on guidance and coaching. There are two forms of academic supervision, namely (a) classroom supervision, and (b) clinical supervision (Sunaedi, Rudji, and Muhammadiyah Palu, 2023).

Judging from some of these problems, it is of course very contradictory to the importance of implementing academic supervision in helping teachers to become better, especially in learning in the independent curriculum. Apart from that, the school principal's academic supervision provides many benefits, namely: (1) in the teaching and learning process the teacher will know the shortcomings in the class; (2) teacher creativity and innovation will emerge because learning requires appropriate methods and strategies according to the needs of the subject matter and the needs of students; (3) improving teacher skills in understanding and using learning media to make it easier to achieve learning goals; (4) teachers are required to understand and use relevant and up to date learning resources; and (5) teachers can collaborate with colleagues, both junior teachers and senior teachers, which can be done by discussing and sharing various information about learning (Berliani et al., 2021)

Several studies related to the implementation of the Independent Curriculum have been conducted, but other studies only use one approach, namely quantitatively or qualitatively. So the information provided is considered incomplete and does not detail the number or level of teacher ability in implementing the independent curriculum. In this study, the researcher used qualitative data and was strengthened by quantitative data, so that the study could provide more extensive and detailed information regarding the role of academic supervision of the principal and was supplemented by providing data on the level of the number of teacher abilities in implementing the independent curriculum. Based on the problems above, this study aims to analyze the effectiveness of the implementation of the Independent Curriculum as an effort to supervise the academic function of the Principal at Public Junior High Schools in Bengkulu City.

METHODS

This study uses a mixed method (Mix Method) with the Concurrent Embedded Strategy model, namely combining qualitative and quantitative research by choosing one of the more dominant methods (Sugiyono, 2009). In the study, the data and discussion are predominantly qualitative, but to clarify the research results, quantitative analysis was added. Qualitative data collection techniques through: interviews, observations, documentation. The informant selection technique uses a purposive sampling technique taken from parties related to the implementation of the Independent Curriculum, namely: teachers,

students, vice principals for curriculum and principals. For quantitative, the research population was 159 people, namely teachers at SMP Negeri 5, SMP Negeri 18, SMP Negeri 24 and SMP Negeri 9 Bengkulu City. The study was conducted for seven months (April - October 2023). The qualitative data analysis technique uses the Miles and Huberman model: (1) data reduction, (2) data presentation, and (3) drawing conclusions, while quantitative observation. For quantitative data collected using observation sheets and analyzed using the percentage formula. The mixed research method aims to ensure that research results can provide complete data qualitatively and quantitatively (Rofiqoh and Zulhawati 2020).

RESULTS & DISCUSSION

Based on observation data, interview data and documentation data, the author can describe the form of academic supervision. The implementation of supervision is an activity carried out by the school principal to ensure that learning is carried out effectively and efficiently (Silfatman, Lilianti, and Nurzaima 2022), which is carried out by the principal of Bengkulu City Public Middle Schools, namely: 1. The principal helps improve teacher professionalism, 2. The principal supervises the implementation of learning and 3. The principal supervises learning outcomes. Below is explained in detail about the data obtained, namely:

1. School Principals Help Improve Teacher Professionalism

In preparing teacher professionalism, the principal provides assistance with several activities including: helping teachers improve their academic understanding, helping teachers design teaching modules and helping teachers improve teaching skills in the classroom, namely:

a. School Principals Help Teachers Improve Understanding of the Implementation of the Independent Curriculum.

Before learning is carried out, the school principal carries out socialization and guidance activities regarding the implementation of the independent curriculum to teachers. This is done to strengthen teachers' academic understanding before implementing learning activities. Before learning activities are carried out, you must first prepare learning tools such as teaching materials, media, strategies and evaluation forms. Teachers must be able to synergize the components of learning tools in a planned arrangement called a learning program plan (RPP). Because so far teachers have used lesson plans as learning guidelines and for the independent curriculum teachers have to prepare teaching modules. Because the socialization and technical guidance regarding the implementation of the independent curriculum is only attended by representatives from schools, many teachers do not understand the entire content of this teaching module. Several teachers from SMP Negeri 18 and SMP Negeri 5 Bengkulu City, said that they did not take direct technical guidance on the independent curriculum but they were asked to access the independent teaching platform application. Because many teachers still don't really understand how to access the independent teaching platform application, the principal and deputy principal for the curriculum section

carry out outreach and provide assistance to teachers. This was also conveyed by the teachers that because they did not participate directly in the technical guidance activities carried out by the Ministry of Education and Culture or by the Bengkulu Province and City Education and Culture Office, they received information and guidance from the school principal and deputy principal for the curriculum department.

In this learning design socialization activity, the principal and deputy principal conveyed several main points of the components in the teaching module. There are 5 components of the Kemendikbudristek version of the teaching module, namely: 1) learning objectives, 2) learning steps, 3) assessment, supporting information and references and 4) contextual content development, (Kepmendikbudristekdikti 2022). This teaching module from the Ministry of Education and Culture is being socialized by school principals to teachers. As stated by the principal of SMP Negeri 18 and SMP Negeri 5, in the learning design activity stage he delivered material about the components of teaching modules in accordance with the material he received when taking part in IKM technical guidance at the Ministry of Education and Culture in Jakarta. Several teachers also conveyed the same thing that during the socialization of IKM learning designs they were given material about compiling teaching modules.

b. Principal Helps Teachers Design Teaching Modules

In the socialization and assistance activities in compiling this teaching module, teachers are guided on how to compile the tools/components of the teaching module, which consist of: a) general information, which consists of: title of the teaching module, selection of educational units and levels, selection of phases and classes, selection of subjects, general description of the teaching module and identity of the author; b) achievement of learning objectives, consisting of: learning outcomes, learning objectives of the entire teaching module, flow of learning objectives and dimensions of the Pancasila student profile; c) detailed usage plan, consisting of: total allocation of learning hours and number of meetings, determination of learning model (online, offline, mixed), infrastructure and competency prerequisites; c) meeting details consisting of: allocation of learning hours (JP) per meeting and details of learning activities consisting of: 1) learning objectives, 2) success indicators, 3) trigger questions, 4) list of teaching equipment, 5) learning steps, 6) assessment plan, 7) differentiation plan, 8) attachments or supporting materials consisting of: reference material/learning media, and reflection instruments (Ulfa, Irvani, and Warliani 2024).

The method for compiling the IKM teaching module is that the principal is assisted by the deputy principal for the curriculum section to guide the teacher, by arranging it into components according to each subject and each class. For components that were previously commonly used in the 2013 curriculum, such as learning objectives, success indicators, learning steps, teachers did not encounter problems, but there were components that did not exist in the 2013 curriculum, for example trigger questions, differentiation plans, teachers had problems first understanding the description of these components, so in this case the principal through the deputy principal for the curriculum provided a clear understanding

and assisted the teacher in compiling it. As stated by teachers in interviews, they do not yet understand the content required in the trigger question component, differentiation plan, so they need a complete explanation and also need assistance and guidance when formulating or compiling these components.

When providing an understanding of the components of trigger questions and differentiated planning, what the principal does is create a teacher working group so that teachers can discuss and share opinions with fellow teachers to strengthen their understanding. The opinions of each group will be discussed individually. This was conveyed during an interview with the deputy principal of the academic division of SMP Negeri 18, as well as the results of interviews with several teachers, they conveyed the same thing as the principal. As explained by (Ulfa, Irvani, and Warliani 2024) meaningful understanding is the understanding conveyed to students to describe the goals and benefits of learning for their lives, after studying certain material. Furthermore, trigger questions are questions that can trigger students to focus on the learning material and are expected to be answered by students after learning certain material. Meaningful understanding and triggering questions are found in the teaching module section which can be prepared independently. The steps for preparing meaningful understanding and triggering questions are: 1) writing down ideas related to the lesson topic, 2) formulating triggering questions, there are 3 things you must pay attention to, namely open questions, the core of the learning topic, raising new questions for students and discussing conceptual questions and 3) developing meaningful understanding.

In implementing the independent curriculum, the school principal carries out his function as a leader and school manager who is responsible for the proper implementation of learning activities in the school. Academic supervision is carried out to help teachers improve their professionalism, to ensure that the learning process in schools takes place according to its objectives and to encourage teachers to improve their various competencies (Maisaroh and Danuri 2021). To help teachers improve their professionalism in implementing the independent curriculum for state junior high school principals in Bengkulu City, help teachers improve their academic understanding, help teachers design teaching modules and help teachers improve teaching skills in the classroom. In implementing the independent curriculum, many things have changed from the previous curriculum, especially in learning design, teachers have to prepare teaching modules. In designing this teaching module, there are many components that are not in the RPP in the previous curriculum, so to help teachers who have difficulty in designing teaching modules, the principal assists and directs the teachers. This is in accordance with the opinion (Suhayati 2017) that there is a positive influence of academic supervision on teacher teaching performance.

2. The Principal Supervises the Implementation of Learning

Supervision of the learning process is carried out by the principal and supervisors to improve quality on an ongoing basis. Supervision is carried out through the activities of 1) the principal visits the classes while the teacher is teaching, 2) holds discussions with the teacher, 3) helps the teacher utilize learning resources in the classroom, 4) helps the teacher use methods and media

that are appropriate to the teaching material, 5) helps the teacher manage the class and observe or monitor the learning activities carried out by the teacher in the classroom. Supervision activities regarding the implementation of learning will be explained clearly below:

a. The Principal Visits the Classroom While the Teacher is Teaching.

The principal or supervisor visits the class to see the teacher teaching directly, to see any deficiencies that need to be corrected. There are 4 stages of a class visit, namely (1) preparation stage, (2) observation stage, (3) final visit stage and (4) follow-up stage, (Apriliani, Imam, and Nurhadi 2023). These steps are also taken by the principal of the State Junior High School in Bengkulu City in carrying out academic supervision to implement the independent curriculum. Before visiting the class, the principal prepares the instruments that will be used to report learning activities in accordance with the independent curriculum. The instrument prepared is about the teacher's teaching readiness as seen from the teaching module and learning media. In this case, it can be seen from the principal's academic supervision instrument document when visiting the class.

The above was also conveyed by the principals of SMP Negeri 5, SMP Negeri 18, SMP Negeri 09 and SMP Negeri 24. Likewise, several teachers said that "when the principal visited, he brought an observation rubric which asked about the components of the teaching module and about learning media.

Table 1. Instrument for Observing Teachers' Teaching Readiness

No	Teaching Module	Observed Components	Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author 2. Initial competency 3. Pancasila student profile 4. Facilities and infrastructure 5. Target students			
2	Core Components	1. Learning objectives 2. Meaningful understanding 3. Igniter question 4. Learning Activities 5. Assessment 6. Enrichment and remedial 7. Reflections of students and teachers			
3	Attachment Components	1. Student worksheet 2. Reading materials for teachers and students 3. Glossary 4. Bibliography			

The table above is the principal's academic supervision instrument when visiting the class which is used to observe the teacher's readiness to teach. The aspects observed are the components of the teaching module which consist of 1) general information components, 2) core components and 3) attachment components.

b. Observing Teacher Readiness in Teaching

After the preparation stage for observing the instrument is complete, we move on to the second stage, namely the observation stage. At this observation stage, the principal observes the teacher's teaching readiness by looking at or checking the completeness of the teaching module components. When it is found that there are teachers whose teaching module components have not been completed, the principal will ask the teacher to complete them. As stated by the deputy principal of the curriculum department:

Based on data obtained from observations and checking teachers' teaching modules in class, data was obtained that all teachers had prepared teaching modules with details of complete documents as shown in the table below:

Table 2. All teachers have prepared teaching modules with complete document details

No	Teaching Module	Observed Components	Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author	53 (100 %)	-	-
		2. Initial competency	45 (84,90%)	8 (15.09%)	-
		3. Pancasila student profile	50 (94,33%)	3 (5,66%)	-
		4. Facilities and infrastructure	53 (100%)	-	-
		5. Target students	52 (98,11%)	1 (1,87%)	-
2	Core Components	1. Learning objectives	50 (94,33%)	2 (3,77)	-
		2. Meaningful understanding	48 (90,56%)	6 (11,32%)	-
		3. Igniter question	48 (90,56%)	6 (11,32%)	-
		4. Learning Activities	45 (84,90%)	8 (15,09%)	-
		5. Asessmen	45 (84,90%)	8 (15,09%)	-
		6. Enrichment and remedial	48 (90,56%)	6 (11,32%)	-
		7. Reflections of students and teachers	48 (90,56%)	6 (11,32%)	-
3	Attachment Components	1. Student worksheet	45 (84,90%)	8 (15,09%)	-
		2. Reading materials for teachers and students	46 (86,79%)	7 (13,20%)	-

3. Glossary		40 (75,47%)	13 (24,52%)	-
4. Bibliography		43 (81,13%)	10 (18,86%)	-

Based on the table above, it can be described that SMP Negeri 5 Kota Bengkulu implemented the Independent Curriculum as seen from the completeness of the Teaching Module preparation stage, namely: 1) The general component of a total of 53 people, it is known that 51 people or 95.5% have complete status, 2) The core component of 53 teachers is known to be 46 people or 86.80% who have complete status and 3) The attachment component of 53 teachers is known to be 44 people or 83.02% who have complete status

Table 3. All teachers have prepared teaching modules with complete document details

No	Teaching Module	Observed Components	Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author	23 (100 %)	-	-
		2. Initial competency	20 (86, 95%)	3 (13,09%)	-
		3. Pancasila student profile	20 (86,95%)	3 (13,09%)	-
		4. Facilities and infrastructure	18 (78,26%)	5 (21,73%)	-
		5. Target students	18 (78,26%)	5 (21,737%)	-
2	Core Components	1. Learning objectives	20 (86,95%)	3 (15,09%)	-
		2. Meaningful understanding	17 (73,91%)	6 (26,08%)	-
		3. Igniter question	17 (73,95%)	6 (26,08%)	-
		4. Learning Activities	18 (78,26%)	5 (21,737%)	-
		5. Asesmen	18 (84,90%)	5 (15,09%)	-
		6. Enrichment and remedial	17 (90,56%)	6 (11,32%)	-
		7. Reflections of students and teachers	17 (90,56%)	6 (11,32%)	-
3	Attachment Components	1. Student worksheet	20 (84,90%)	3 (15,09%)	-
		2. Reading materials for teachers and students	18 (86,79%)	5 (13,20%)	-
		3. Glossary	15 (65,21%)	8 (34,78%)	-
		4. Bibliography	18 (86,79%)	5 (13,20%)	-

Based on the table above, it can be described that SMP Negeri 09 Kota Bengkulu has 23 teachers. The implementation of the Independent Curriculum can be described as seen from the completeness of the Teaching Module preparation stage, namely: 1) General components, as many as 17 people or 77.17% who have complete status, 2) Core components, as many as 18 people or 78% who have complete status and 3) Attachment components are known to be 18 people or 78% who are complete.

Table 4. All teachers have prepared teaching modules with complete document details

No	Teaching Module	Observed Components	Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author	62 (100 %)	-	-
		2. Initial competency	55 (88, 70%)	7 (11,29%)	-
		3. Pancasila student profile	56 (90,32%)	6 (9,67%)	-
		4. Facilities and infrastructure	50 (80,64%)	12 (19,35%)	-
		5. Target students	57 (91,93%)	5 (8,06%)	-
2	Core Components	1. Learning objectives	55 (88,70%)	7 (12,30%)	-
		2. Meaningful understanding	50 (80,64%)	12 (19,35%)	-
		3. Igniter question	50 (80,64%)	12 (19,35%)	-
		4. Learning Activities	55 (88,70%)	7 (12,30%)	-
		5. Asesmen	54 (87,09%)	8 (12,90%)	-
		6. Enrichment and remedial	52 (83,87%)	10 (16,12%)	-
		7. Reflections of students and teachers	52 (83,87%)	10 (16,12%)	-
3	Attachment Components	1. Student worksheet	55 (88,70%)	7 (11,29%)	-
		2. Reading materials for teachers and students	51 (82,25%)	11 (17,74%)	-
		3. Glossary	50 (80,64%)	12 (19,35%)	-
		4. Bibliography	55 (88,70%)	7 (11,29%)	-

Based on the table above, it can be explained that SMP Negeri 18 Kota Bengkulu has 62 teachers. The implementation of the Independent Curriculum as seen in the completeness of the Teaching Module preparation stage, namely: 1) General components, as many as 40 people or 64.51% who have complete status, 2) Core components, as many as 53 people or 83.87% who have complete

status and 3) Attachment components are known to be 53 people or 85.48% who are complete.

Table 5. All teachers have prepared teaching modules with complete document details

No	Teaching Module	Observed Components	Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author	21 (100 %)	-	-
		2. Meaningful understanding	17 (80,95%)	4 (19,04%)	-
		3. Pancasila student profile	12 57,14(%)	9 (42,85%)	-
		4. Facilities and infrastructure	15 (71,42%)	6 (28,57%)	-
		5. Target students	15 (71,42%)	6 (28,57%)	-
2	Core Components	1. Learning objectives	18 (85,71%)	3 (14,28%)	-
		2. Meaningful understanding	15 (71,42%)	6 (28,57%)	-
		3. Igniter question	15 (71,42%)	6 (28,57%)	-
		4. Learning Activities	10 (47,61%)	11 (52,38%)	-
		5. Asesmen	16 (76,19%)	5 (23,80%)	-
		6. Enrichment and remedial	15 (71,42%)	6 (28,57%)	-
		7. Reflections of students and teachers	9 (42,85%)	10 (47,61%)	-
3	Attachment Components	1. Student worksheet	15 (71,42%)	6 (28,57%)	-
		2. Reading materials for teachers and students	16 (76,19%)	5 (23,80%)	-
		3. Glossary	12 (57,14%)	9 (42,85%)	-
		4. Bibliography	13 (61,90%)	8 (38,09%)	-

Based on the table above, it can be explained that SMP Negeri 24 Kota Bengkulu has 21 teachers. The implementation of the Independent Curriculum as seen in the completeness of the Teaching Module preparation stage is: 1) General components, as many as 16 people or 76.19% who have complete status, 2) Core components, as many as 14 people or 66.66% who have complete status and 3) Attachment components are known to be 14 people or 66.66% who are complete.

Based on the table of observations made by the principals of 4 schools, namely SMP Negeri 05 with a total of 53 teachers, SMP Negeri 09 with a total of 23 teachers, SMP Negeri 18 with a total of 62 teachers and SMP Negeri 24 with a

total of 21 teachers, as described in the table above, so that overall with a total number of teachers of 159 can be seen in the table below:

Table 6. Overall with a total of 159 teachers

No	Teaching Module		Observation result		
			Complete	Incomplete	There isn't any
1	General Information	1. Identity of the module author	159 (100 %)	-	-
		2. Meaningful understanding	137 (86, 16%)	22 (13,83%)	-
		3. Pancasila student profile	138 (86,79%)	21 (13,20%)	-
		4. Facilities and infrastructure	136 (85,53%)	23 (14,46%)	-
		5. Target students	142 (89,30%)	17 (10,69%)	-
2	Core Components	1. Learning objectives	143 (89,93%)	16 (10,06%)	-
		2. Meaningful understanding	130 (81,76%)	29 (18,23%)	-
		3. Igniter question	130 (81,76%)	29 (18,23%)	-
		4. Learning Activities	128 (80,50%)	31 (19,49%)	-
		5. Asesmen	133 (83,64%)	26 (16,35%)	-
		6. Enrichment and remedial	132 (83,01%)	27 (16,98%)	-
		7. Reflections of students and teachers	126 (79,24%)	33 (20,75%)	-
3	Attachment Components	1. Student worksheet	135 (84,90%)	24 (15,09%)	-
		2. Reading materials for teachers and students	131 (82,38%)	28 (17,61%)	-
		3. Glossary	117 (73,58%)	42 (26,41%)	-
		4. Bibliography	129 (81,13%)	30 (18,86%)	-

From the table above, it can be explained that the three steps of learning activities are arranged in teaching modules, namely the first, general information. It can be seen that all teaching modules have complete author identity, namely 100%, as many as 86.16% of teachers have identified initial competencies, as many as 86.79% of teachers have completely compiled Pancasila student profiles, as many as 85.53% of teachers have completely arranged the facilities and infrastructure used to support learning, as many as 89.30% of teachers have prepared targets for participants to achieve in learning, as many as 89, 93 teachers have determined learning objectives, as many as 81.76 teachers have prepared

complete meaningful understanding, as many as 81.76 teachers have completely prepared trigger questions, 880.50% of teachers have prepared learning activity plans well and regularly, as many as 83.64% of teachers have prepared assessment plans, as many as 83.01% of teachers have completely prepared enrichment and remedial measures that will be carried out in learning activities, only 79.24% of teachers have complete the reflection activities of students and teachers. Furthermore, in the attachment component, it can be seen that as many as 84.90% of teachers have attached complete student worksheets, as many as 82.38% of teachers have attached materials in the form of teacher reading materials and peseeta didi, only 73.58% of teachers have attached a glossary, and as many as 81.13% of teachers have attached a bibliography.

c. Have a discussion with the teacher

After conducting class visits and observing and checking the completeness of the teaching modules, the principal holds discussions with the teacher. The aim of the discussion was to convey the results of observations regarding the completeness of the teaching module. Next, guidance will be provided to teachers whose teaching modules still contain incomplete components.

d. Helping Teachers How to Utilize Learning Resources in the Classroom

The learning process carried out by most teachers still tends to use the main learning source, namely textbooks, it is still rare for teachers to explore learning resources found around the learning environment (Anton Supriyanto, 2016). The development and use of learning resources requires teacher awareness and also the involvement of the school principal in their supervision. In this research, the author obtained data that in implementing the independent curriculum in Bengkulu City State Middle Schools, the school principal gave directions to teachers so that they could utilize learning resources in the environment around the school.

The school principal's academic supervision activities in utilizing learning resources around the school environment provide important information to teachers so that teachers are stimulated to always explore creativity so that other uses are made to improve the quality of learning in the independent curriculum.

Supervision of the learning process is carried out by the principal and supervisors to improve quality on an ongoing basis. Supervision is carried out through the activities of 1) the principal visits classes while the teacher is teaching, 2) holds discussions with the teacher, 3) helps the teacher utilize learning resources in the classroom, 4) helps the teacher use methods and media that are appropriate to the teaching material, 5) helps the teacher manage the class and observe or monitor the learning activities carried out by the teacher in the classroom. The school principal as an academic supervisor is tasked with supervising and assisting teachers to improve teachers' professional competence so that the quality of the learning process can increase (Sarasasti 2016)

Academic supervision aims to improve the quality of learning which can be done by guiding, directing and developing, supervising teachers who are carrying out learning activities so that teacher abilities can increase (Asiva Noor

Rachmayani 2015).   Academic supervision seeks to find educational problems and to correct these weaknesses, so that teacher performance can improve.

To achieve maximum teacher performance, guidance is needed in carrying out their duties in the technical, academic and educational administration fields. In this case, supervisory supervision has a role in providing coaching, professional development, and the like. This aims to ensure that the deficiencies in the conditions of the teachers being supervised can be identified, with the hope that the relevant teachers' council can improve them (Guntoro 2020).

3.   The Principal Supervises the Implementation of Learning Evaluation

Learning evaluation in the independent curriculum is no different from the learning evaluation system in the 2013 curriculum, it is very complex because it involves all aspects, namely knowledge aspects, attitude aspects and skills aspects. Based on its function and purpose, according to Guntoro, G. (2020), evaluation is measuring success (formative and summative), diagnostic, selective and placement. In the independent curriculum, before learning is carried out or at the beginning of learning activities, a diagnostic evaluation is carried out, the aim of which is to determine the weaknesses of students and the factors causing them, the aim of which is to see the readiness of individual students to study the material that has been designed and then modify the design according to the level of readiness of the students (Anizar and Sardin, 2023).

Furthermore, after the diagnostic evaluation, a formative evaluation is carried out, namely formative evaluation can be carried out at the beginning of learning, at the beginning of the scope of the material and can also be carried out during the learning process, to monitor and improve the learning process and evaluate the achievement of learning objectives, in addition to identifying learning needs and obstacles or difficulties faced by students as feedback for students and teachers. Summative evaluation can be carried out at the end of the learning program, namely at the end of the semester, whose function is to find out how much learning achievement students have achieved in accordance with the learning objectives (Kemendikbud, 2021).

Based on its function and objectives, according to Arikunto, 2012, evaluation is measuring success (formative and summative), diagnostic, selective and placement. Based on research data at the Bengkulu City State Middle School, learning evaluation in implementing the independent curriculum, carrying out a diagnostic evaluation at the beginning before starting learning because before learning begins the teacher must obtain information on students' learning readiness and responses, in this diagnostic evaluation the teacher can carry out two activities, namely first carrying out an initial cognitive diagnostic evaluation by giving simple questions or questions about the material to be studied, secondly the teacher carrying out non-cognitive diagnostics, namely by asking questions about the child's psychology, by asking about how he/she learns at home, who helps when there are problems with the homework (PR) given by the teacher. Furthermore, when learning is carried out to measure students' cognitive abilities, the teacher always carries out an evaluation after completing one subject matter by giving questions to students, sometimes the questions are given in writing, sometimes orally. The aim is that apart from having the ability to think

analytically, students can also have the ability to convey their ideas directly, this is in line with research results (Musnaeni 2025) and (Dewi and Elfahmi Lubis, 2023).

Next, to measure learning outcomes from all learning objectives during one semester, a summative evaluation is carried out. Summative evaluation at Bengkulu City State Middle School, teachers in carrying out summative evaluations not only measure cognitive abilities but also use observation and performance (practice, producing projects, or making portfolios) so that teachers observe how students perform in participating in P5 learning activities (project to strengthen the profile of Pancasila students). The above is the same as opinion. Diagnostic assessment is divided into non-cognitive diagnostic assessment and cognitive diagnostic assessment. The Merdeka curriculum wants to create a pleasant learning atmosphere. The aim is so that educators or educational staff, students and parents can enjoy a happy atmosphere, (Sagita Mawaddah and Teacher Training, 2023). Furthermore, there are four forms of assessment in the Smart Smart Language and Indonesian Literature textbook for class X SMA. The four forms of assessment are (1) attitude assessment and process assessment, (2) performance assessment and process assessment, (3) formative assessment and receptive response assessment, and (4) performance assessment and results assessment (Apriliani, Imam, and Nurhadi, 2023). Learning assessments in the implementation of the independent curriculum aim to determine students' needs, development and achievement of learning outcomes (Yulianto and Iryani, 2023).

Based on the Literature Review of the 20 articles above, the concept of transformational leadership in the context of higher education has several important contributions. The articles the researchers reviewed highlighted the following positive influences, contextual factors, and research limitations:

1. Positive Influence

   In Innovation and technology Transformational leadership encourages innovation in teaching, administration, and technology development (Bohari, Mpuangnan, Aldawsari, Huang). Next, staff development and institutional effectiveness are reviewed. This style improves teamwork, organizational commitment, and staff productivity (Sarong, Xia, Sustiyatik). Furthermore, in the transformation of work culture, transformational leaders influence organizational culture and support institutional transformation (Plessis, Owusu, Malik). Influence on students Transformational leadership motivates students and improves learning outcomes (Ayu, Meng) then Positive relationship with performance: Many studies show a positive correlation with lecturer performance, work motivation, and operational efficiency (Siddiqi, Ajonbadi, Malik).

2. Contextual Factors

   In geographical and cultural context Factors such as location (India, Namibia, Pakistan) and value systems can influence the effectiveness of transformational leadership (Victor, Plessis, Siddiqi). Furthermore, institutional support. Organizational commitment and work environment support the successful implementation of this style (Xia, Sustiyatik). Complexity of institutional relationships Mediation and interactions between leadership, institutional culture, and outcomes (Victor, Aldawsari).

Furthermore, individual and institutional transformation, namely the level of innovation, depends on the level of stakeholder involvement and collaboration strategies (Aldawsari, Meng).

3. Research Limitations

The limitations of the research are seen from the variation in research results, namely that several studies show that the effectiveness of this style varies depending on organizational culture and type of institution (Plessis, Siddiqi). In a limited context Many studies focus on specific geographic locations, so the findings are less generalizable to a global scale (Malik, Wakit). Furthermore, focus on certain aspects. Most studies emphasize the direct effects on performance, but do not delve into the long-term impacts and transformational mechanisms (Alainati, Ajonbadi).

CONCLUSION

The principal's academic supervision in implementing the Merdeka Curriculum in Bengkulu City State Middle Schools, namely: 1. The principal helps improve teacher professionalism, by: a) The principal helps improve teachers' academic understanding of the independent curriculum, b) The principal helps teachers design teaching modules. 2. The school principal supervises the implementation of learning by: a) the principal visits the class while the teacher is teaching, b) observes the teacher's readiness in teaching, c) holds discussions with the teacher, d) helps the teacher how to utilize learning resources in the classroom. 3. The school principal supervises the implementation of learning evaluation, namely diagnostic assessment, formative assessment and summative assessment. The results of this study confirm that principal supervision has a strategic role in improving the implementation of the independent curriculum in public junior high schools in Bengkulu City.

The implications of the study can be seen from the following aspects: 1) Theoretically, these findings strengthen the theory that academic supervision not only functions as quality control, but also as an instrument for improving teacher professionalism in the context of the independent curriculum, effective academic supervision can accelerate teacher adaptation to a more flexible, student-centered, and project-based learning approach, 2) Practically, school principals need to improve the quality of academic supervision by adopting a more participatory, effective and teacher-needs-based approach. The use of adaptive supervision can help teachers overcome challenges in implementing the independent curriculum. 3) The policy implications of the results of this study can be the basis for policy makers in designing regulations and policies that emphasize strengthening the role of academic supervision in supporting the implementation of the independent curriculum.

This study only focuses on the role of academic supervision of the principal in the implementation of the independent curriculum and has not examined the challenges and obstacles faced by the principal in carrying out academic supervision. Further studies can be carried out regarding the effectiveness of certain academic supervision models in various school contexts. In addition, more in-depth research can also be carried out to explore the challenges and obstacles faced by the principal in carrying out academic supervision in the era of the independent curriculum.

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