



Principal's Management Competency In Following Up Curriculum Development at SDN 11 Air Kumbang

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Abstract

The study at SDN 11 Air Kumbang aimed to analyze the principal's managerial competency in following up on curriculum development, assess the effectiveness of clinical supervision and ongoing professional development, and identify barriers and supports for transformational leadership. Using descriptive qualitative methods through interviews, observation, and documentation, the informants in this study included the principal, student representatives, teachers, and school operators. The results showed that the principal possessed adequate skills in designing curriculum follow-up through regulatory review and participatory planning with all stakeholders. Managerial functions were effective through routine clinical supervision, providing constructive feedback, and facilitating teacher development through In-House Training (IHT) and the use of the Merdeka Mengajar (PMM) Platform. The principal's transformational leadership was a key factor in building an adaptive vision and culture, despite still facing limited infrastructure and technical challenges in digital data management due to inadequate internet connectivity at the school. Overall, managerial competency and transformational leadership played a crucial role in the successful implementation of the curriculum through optimizing existing resources and strengthening internal collaboration within the school.

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Introduction

Education is one of the main pillars in development nation Because allows improvement quality source Power man so that capable face increasing challenges complex throughout the world. The system Indonesian education always experience changes and adjustments, especially in matter curriculum functioning as tool important For reach objective education national consisting of from a series plans and arrangements about objectives, content, and materials lesson as well as How they used during learning. Therefore that, every element education must Ready For change curriculum (Amalia, 2023).

The curriculum in Indonesia continues experience change based on Wikipedia (2026) sequentially set or changed in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, 2023 and 2025. According to Fuad and friends (2023) changes start from 1994 Curriculum, Curriculum Based Competency (KBK) 2004, School Level Curriculum (KTSP) 2006, Curriculum 2013, up to The current Independent Curriculum This currently implemented, shows existence sufficient dynamics significant. Changes the No only just replace structure eye lessons, but also concerns philosophy, approach learning, as well as system assessment. According to Yandri in Directorate of Elementary Education Teachers changes curriculum will change Lots things, such as planning, implementation, assessment, and evaluation. Objectives change curriculum in essence is For repair lack curriculum and fulfill demands of the times. With thus, it can concluded that change curriculum will own significant impact to all over system education, especially in very important components from system education like head school.

Head school must own competence adequate management in order to be able to follow up policy curriculum with okay. Head school must capable directing teachers, staff education, as well as all over inhabitant school to be able to adapt with changes that occur (Mulyasa, 2022). Head school responsible answer in a way strategic For organize and develop curriculum at the level school. Principal school as manager education must own ability in planning, organizing, implementing and monitoring implementation curriculum. Abilities management This covers prepare an appropriate work program with policy curriculum new, share teacher's duties according to with field expertise, ensuring that the learning process walk in accordance standards, and do evaluation about effectiveness implementation curriculum (Isnaini, Hadiyanto, & Rusdinal, 2023).

Implementation new curriculum Of course will cause new challenges too. Based on results study from Fadila and friends (2025), many frequent challenges obstruct implementation curriculum. As implementer main learning, teachers often face challenge For understand change in related curriculum with method learning, system assessment, and administration. This is where role head school is very important, because they give coaching, supervision academic, and support administrative For helping teachers adapt with change curriculum. However, the fact is is that a number of head school No own ability necessary management For continue development curriculum. This is can cause difference between policy government and practices in schools (Saadah & Hanafia, 2024).

Issues that need to be addressed investigated in a way comprehensive is difference between policies and practices implementation curriculum. In general general, regulations government Already explain policy curriculum. But often happen difference between what is expected and what is done in the field. Head schools that have the ability its management not enough adequate, lack of coordination with teachers and staff education, as well as lack means supporters learning is a number of the cause. Condition This cause whether capacity head school For continue development curriculum Already Ready or not yet, either at the level school medium and school base throughout Indonesia (Sari, 2021).

SDN 11 Air Kumbang is one of the school base located in the Regency area Banyuasin precisely in Air Kumbang District also facing problem Enough challenge in follow up development curriculum. Head school at SDN 11 Air Kumbang must can handle various obstacle with ability management they. Head schools that do not own ability good management will hinder the adaptation process to curriculum new. In the end, things This will impact on quality learning and achievement objective education school. Researchers has do observation moreover formerly related conditions at SDN 11 Air Kumbang Where seen head school as leader education Not yet fully own adequate preparedness For manage transition curriculum new, so that planning, organizing, and evaluation implementation Not yet running optimally. Condition This due to limitations source teacher power that is still experience difficulty in understand approach required learning curriculum latest, and existence resistance to change Because burden increased administration.

Facilities and infrastructure school also not yet fully support implementation method learning innovative, such as limitations facility technology, appropriate teaching materials, and quality network in schools still very limited. Support from parents, committee school, as well as service education is also still low, so that coordination and collaboration in support curriculum new seen not enough maximum. Overall problem This show that competence management head school become factor the necessary keys investigated more deep so that change curriculum can implemented in a way effective at SDN 11 Air Kumbang. Based on background behind on researchers feel important For do study with title “Competence Management Head School in Follow up Development Curriculum at SDN 11 Air Kumbang”.

Methods

This study uses a descriptive qualitative method to obtain a deeper understanding of the meanings, perceptions, experiences, and social conditions of the research subjects without manipulating the variables being studied. A qualitative approach is relevant because it enables the researcher to explore phenomena contextually, in depth, and in accordance with the natural realities found in the field (Lim, 2025). A descriptive design was selected because this study focuses on describing the phenomenon as it occurs through rich, direct, and field-based narrative explanation (Hall & Liebenberg, 2024). Through this approach, the study is expected to provide a clear picture of the phenomenon at SDN 11 Air Kumbang and offer a deeper understanding of the social context underlying it.

Data were collected through observation, interviews, and documentation. These three techniques were used to obtain complementary data, as observation enables the researcher to understand real behaviour and situations in the field, interviews explore the experiences and views of informants, and documentation strengthens the data through archives, notes, photographs, and other supporting documents (Busetto et al., 2020; Chand, 2025). Data validity was tested through source and technique triangulation by comparing data obtained from observation, interviews, and documentation so that the research findings were more credible and scientifically accountable (Adler, 2022). The data were analysed through data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting data relevant to the research focus, data display was presented in a systematic narrative form, and conclusions were drawn by interpreting patterns, categories, and meanings emerging from the field data (Mezmir, 2020).

Results and Discussions

1. Competence Managerial Head SDN 11 Air Kumbang School

a. Managerial Competence in Curriculum Planning

Involvement head school in planning curriculum show pattern leadership strategic and responsive, according to results Analysis of research data at SDN 11 Air Kumbang. Planning carried out No only nature administrative but also touching aspect substantial through alignment budget in Plan Activities and Budget School (RKAS), distribution measurable tasks, and synchronization vision school. This matter confirmed by the Head SDN 11 Air Kumbang School in interview as following:

"The first step that I took do as Head School is ensure all teachers have harmonious understanding. So There is instructions about curriculum new, me direct schedule meeting special For dissect structure. Our main strategy is focus on the most pressing programs, such as digital literacy and strengthening characters, which we then synchronize with budget school (RKAS)."

In line with matter said, the Student Representative confirm that every planning activity student now must arranged with referring to standards curriculum latest:

" Activity Our student life is designed to be non-discriminatory stand alone, but rather support vision curriculum. I always coordinate with Head School For ensure every activity extracurricular or race own mark strengthening profile students in accordance rule applicable curriculum "

Ability For communicate with the teacher in two directions also shows ability management head school. Teachers are not only do assignments, they are also active contribute to the creation of modules and plans learning. One of the teachers at SDN 11 Air Kumbang give his testimony as following:

"The principal is very open in planning. We are involved in group discussions to determine how the classroom learning program will be implemented. Our contributions are appreciated, especially in developing teaching modules that are tailored to the characteristics of our students. Communication usually occurs through weekly meetings or casual, yet focused discussions."

In addition to possessing strong interpersonal skills to create an inclusive, collaborative space for teachers, the validity of administrative data is also a crucial component of curriculum planning. In this regard, the principal collaborates with school administrators to ensure that all curriculum documents and Dapodik data align with the school's development plan. The school operator explains his role in the planning process:

"My job is to ensure all curriculum documents are administratively organized. The biggest challenge is usually synchronizing the changing data, but coordination with the Principal is very smooth. He always checks the completeness of the documents before finalizing them to ensure our planning data is accurate."

The principal's management skills at SDN 11 Air Kumbang demonstrate inclusive collaboration, accurate administrative governance, and strong strategic leadership. First, the principal demonstrated flexible leadership by planning follow-up curriculum changes, focusing on aligning the school's vision with national demands. They achieved this by prioritizing programs such as digitalization and character

building. Second, a participatory work culture, in which the principal actively involves teachers and student representatives in developing learning programs and extracurricular activities tailored to student characteristics and local prospects, contributes to the success of this planning. Third, administrative elements are strengthened by closely collaborating with school operators to ensure authentic curriculum data and documents, which serve as the basis for managerial decision-making.

These findings are in line with the theory of Raprap et al. (2025) and Ramadhani, Taqwa, and Guntur (2025), which states that the success of educational management is highly dependent on the maturity of the planning and organizing stages, which are carried out using a reflective approach to ensure transparency and the success of organizational change. The principal of SDN 11 Air Kumbang also assists teachers with technical issues as a facilitator for operational support. One concrete action is providing hands-on examples of the use of the Independent Teaching Platform (PMM) and facilitating internal workshops. direct This effective build culture adaptive Work with Good.

The integration of these findings confirms the argument of Adekami et al. (2024) who emphasized that administrative barriers and lack of technical competence are often the main obstacles in implementing a new curriculum. However, these barriers the can overcome through support strong and sustainable leadership. At SDN 11 Air Kumbang, leadership transformational head school capable minimize teacher resistance with provide room relevant discussions and training. According to studies deep, success planning at school This depends on ability head school For integrate three component main planning that is vision, culture, and resources power. Head school succeed change how teachers see change curriculum, which was originally considered as load, become chance For develop as professional. This is show that head SDN 11 Air Kumbang School own abilities that are not only limited to control but also can help designing the future education school.

b. Managerial Competence in Curriculum Implementation

Implementation curriculum at SDN 11 Air Kumbang show ability head school in manage source Power school For reach objective curriculum latest. Based on results data analysis, head school operate role strategic as driving force the main thing that is not only give instructions administrative, but also mentoring technical in a way sustainable to educators. Field results show that head school in a way active identify teacher difficulties in apply approach student - centered and responsive learning problem This with provide source Power learning and providing means training, good internally through small workshops and with send teachers to training external. Head School explain:

"I am responsible answer For ensure that the teacher does not feel alone moment try apply method new. Inviting source person for small workshops at schools or send teacher to off -site training is action real that I do. Evaluation forum monthly allows us to discuss problems and looking for method For ensure the learning process Keep going continue "

Experience real teacher in class confirm existence support strong from leadership school the:

" Curriculum latest This initially difficult For applied, especially Because method his learning is more student - centered. However, mother head school is very helpful with provide the learning media we need and often provide constructive suggestions moment supervision class "

Student Representative explain contribution field student affairs as following:

"Students implement the curriculum through activities, particularly in the P5 project. Each competition or extracurricular activity has assessment indicators aligned with the curriculum's vision, and these are regularly practiced. At the end of each activity, an evaluation is conducted to assess the students' understanding of the instilled character values."

School operators are crucial in meeting the administrative needs of teachers and leaders, as the smooth implementation of the curriculum depends heavily on accurate administration and data management. School operators outline their technical roles as follows:

"Administratively, I assist teachers in reporting student learning progress to the system and ensuring that curriculum implementation data is properly documented in Dapodik. I also frequently assist teachers when they encounter technical difficulties accessing the digital curriculum platform, ensuring that administrative challenges do not disrupt the teaching process."

Research at SDN 11 Air Kumbang confirms that the success of curriculum implementation is largely determined by the principal's capacity to manage "organizational energy." The principal plays a strategic role as the primary driver, providing technical assistance, not just administrative instructions. This role aligns with transformational leadership, which transforms obstacles into professional challenges. Furthermore, the principal's leadership serves as a catalyst, strengthening human resource capacity, thereby minimizing the impact of external obstacles (Ali & dkk, 2025). Commitment to continuous professional development. This become important Because every change curriculum demand improvement teacher competencies and soft skills in general significant. Besides that, providing learning media and constructive suggestions moment supervision class confirm that supervision academic head school own role essential in maximize implementation curriculum at the level unit education.

Based on discussion above, research novelty This lies in integration competence managerial with adaptation curriculum dynamic shown by the Head SDN 11 Air Kumbang School. Exercised leadership No only nature administrative, but also capable change dynamics change curriculum become opportunity development professional teacher. Head school in a way strategic align vision school with demands national through scale program priorities such as digital literacy and strengthening character, at the same time build culture Work participatory with involving teachers, student representatives, and school operators in the planning process. Approach reflective This make curriculum No just burden regulatory, but rather instrument transformation adaptive organization to change policy education.

Besides that, another novelty appears in the follow-up carry on development curriculum implemented in a way sustainable. Head school No stop at the stage planning, but ensure implementation curriculum walk effective through mentoring technical, internal workshops, training external, as well as supervision constructive class activities student affairs like P5 projects and competitions extracurricular designed to be in harmony with profile Pancasila students, while school operators ensure accuracy administration through digital documentation in Dapodik. Mechanism evaluation monthly applied strengthen action carry on curriculum so that the adaptation process walk consistent and measurable. With thus, leadership head school functioning as catalyst that manages energy organization, minimizing teacher resistance, as well as ensure sustainability change curriculum at the level unit education.

With Thus, research This confirm that success management curriculum at SDN 11 Air Kumbang No only determined by careful planning, but also by leadership transformational capable manage

energy organization, minimizing resistance, and guarantee sustainability adaptation curriculum at the level unit education.

c. Function effectiveness Managerial Head SDN 11 Air Kumbang School

Effectiveness competence managerial head school at SDN 11 Air Kumbang in respond development curriculum reflected through two aspects main, namely implementation supervision clinical in a way structured as well as giving support to development ongoing teacher professionalism in a way sustainable.

2. Function Managerial through Supervision Clinical

Mechanism supervision programmed clinical help head SDN 11 Air Kumbang School do supervision. For ensure that curriculum latest in harmony with effective learning, evaluation No only carried out at the level administrative but also on the effectiveness of the learning process. Head School explain mechanism the as following:

“ System supervision I used regularly, well through visit class regular or scheduled. Every end of semester, meeting coordination done For evaluate implementation curriculum. Findings determine action next ; if lack mastery method found, we will arrange mentoring peers or training continued ”.

Bait return given in supervision This felt direct the impact by teachers in repair practice classroom instruction:

"My teaching style is heavily influenced by the Principal's supervision. She not only assesses students but also provides concrete feedback on how the new curriculum should be structured. After supervision, I usually immediately discuss any areas that need improvement and implement them in the next meeting."

Student affairs to ensure that extracurricular activities and character projects continue to support the curriculum vision. play a role in monitor achievement indicator success that has been determined. Regarding matter This is the Student Representative explain:

“ Profile Pancasila students are used For evaluate activity student with see involvement active and changing behavior they. Students who are developing in a way character is also indicator his success. After evaluation here, we use the result For make plan activity year teachings next more efficient ”.

Accurate data aids oversight in the digital curriculum era. All curriculum development is digitally recorded by school operators. The school operator explains the monitoring system used:

"I monitor data on the educational report platform and the Dapodik system to aid in evaluation. This system allows us to identify areas where achievement is lacking. The results of this monitoring are reported periodically to the principal as material for managerial evaluation."

Based on the analysis, the principal's managerial role in curriculum oversight is realized through the implementation of planned clinical supervision, both through routine and specially scheduled

classroom visits. The study found that this supervision is not solely oriented towards administrative assessments, but rather emphasizes providing constructive feedback so that teachers can improve classroom learning practices. Teachers at SDN 11 Air Kumbang stated that the principal's guidance helped them understand the application of the latest curriculum in classroom management.

In line with Suroso's (2025) findings, this study confirms that mentoring and guidance through academic supervision play a crucial role in aligning teacher learning practices with the Merdeka Curriculum. The successful implementation of this function at SDN 11 Air Kumbang was supported by the principal's ability to integrate supervision results into semester coordination meetings, which then served as the basis for formulating corrective measures, such as peer mentoring programs and further training for teachers who still faced challenges in mastering learning methods.

3. Managerial Functions through Continuous Professional Development

In the realm of professional development, the principal of SDN 11 Air Kumbang plays an active role as a facilitator in improving teacher capacity. Analysis shows that the principal encourages educators to participate in various activities, from curriculum implementation workshops and online seminars to independent use of the Merdeka Mengajar (PMM) Platform. The policy of providing teachers with opportunities to participate in webinars during class hours demonstrates concrete support for ongoing professional development efforts. The principal acts as both a manager and an educator, fully responsible for ensuring teachers possess competencies relevant to curriculum development. The analysis shows that the principal actively identifies training needs through academic supervision. The following are the interview results provided by the principal:

"We always strive to send educators on a rotating basis to learn about the Independent Curriculum. In addition, that, school stage regular discussions for discuss problems faced by teachers. I always give know teachers that Study No There is the limit, moreover children We Study technology with more fast now, will but in our school the conditions network the internet Still not enough adequate".

Trends positive in response from teachers at SDN 11 Air Kumbang towards development programs professional. Programs such as implementation workshops curriculum, training independent through the Merdeka Mengajar (PMM) Platform, and online educational seminars are available for teachers. Teachers feel that support school is very crucial, good in form provision time free time as explained by one of the following teachers:

"Policy head a school that allows us to attending webinars during class hours is very helpful. When I must compile achievements new learning, its benefits felt very. School is also very helpful, but we experience A little difficulty If related with digital because on- site network school not enough adequate".

Integration of results study This in line with findings Waruwu et al. (2025) who emphasized that the management strategy Human Resources (HR) through training, supervision, and provision motivation own contribution direct to quality implementation curriculum. In addition that, role head school as manager at the same time the supervisor is also in line with research by Sumarni, Siswoyo, and Badrun (2025), which confirms that integration function managerial with supervision academic is prerequisite main thing for implementation curriculum can walk in a way effective. Effectiveness second

function managerial at SDN 11 Air Kumbang reflected in style problem - focused leadership problem at a time push growth. Although school face constraint technical like poor internet access stable so that make things difficult use of digital platforms, chief school still capable guard sustainability development professional with build ecosystem supportive and collaborative learning.

Giving bait clear return after supervision as well as organization relevant training proven effective in increase trust teacher self for adapt with change curriculum. With thus, the head school No only emphasize achievement standard national, but also provides the means and motivation needed for teachers to be able to reach standard said. Collaboration between approach - oriented supervision humanist (supervision clinical) and efforts teacher empowerment (development professional) makes the transition process curriculum at SDN 11 Air Kumbang ongoing more optimal and sustainable. Research novelty This located in strategic mode managerial results through integration function supervision clinical and development teacher professionalism in general sustainable at SDN 11 Air Kumbang. Head school No only play a role as supervisor administrative, but also as capable facilitator integrate results supervision to in policy action carry on in the form of mentoring peers, training continued, and giving bait come back constructive. This is give birth to competency model that emphasizes leadership humanist, where teachers do not just assessed, but empowered For increase practice instructional in accordance direction Independent Curriculum.

Head school show effectiveness with build ecosystem collaborative learning, even though face constraint technical like limitations internet network. Support in the form of policy flexible, for example give Teachers have the opportunity to participate in webinars during class hours. Reflecting adaptive managerial strategies to condition local at a time responsive to demands curriculum national. This strategy show that head school No only achievement - oriented standard national, but also on sustainability development teacher capacity through workshops, online seminars, and the use of the Merdeka Mengajar (PMM) Platform. With Thus, the resulting managerial strategy is combination between supervision based supervision constructive clinical and teacher empowerment through development professionalism sustainable. This model confirm that effectiveness leadership head school No only measured from compliance administrative, but from his abilities manage source Power man in a way reflective, adaptive, and growth - oriented. Implementation curriculum latest at SDN 11 Air Kumbang is a dynamic process, in which leadership transformational head school blend with condition existing limitations in the field. From the results analysis, effectiveness managerial head school is very much determined by interaction between obstacle structural issues faced and support successful culture built in environment school.

4. Obstacles faced Leadership Transformational in Management Resources and Infrastructure

Data analysis shows that challenge main issues faced head SDN 11 Air Kumbang School nature technical and administrative. Limitations means infrastructure, in particular internet access that is not stable in the Air Kumbang region, becoming obstacle big in utilization of digital platforms such as the Merdeka Mengajar Platform (PMM). In addition that, its height burden administrative related reporting curriculum often reduces the time it should be can used For do supervision instructional in a way more deep. The following is what was conveyed head school in interview:

"In our school the quality the internet Still No adequate in support school activities will but For other facilities and infrastructure Enough adequate. For overcome matter our strategy is inventory

based needs. Every beginning of the semester, I speak with the teacher about facility what is most important For curriculum new. We use method study outside or use environment around as laboratory nature so that students No "saturated. If resources are limited, we try to repair or acquire items through BOS funds in stages."

School operators are responsible for inventorying assets through the Dapodik application system from an administrative perspective. They periodically manage data to ensure the status of facilities (whether minor or major damage) is correctly recorded, allowing the principal to make informed decisions. However, during implementation, operators faced several technical challenges. This was conveyed by a school operator:

"Our main obstacle is usually an unstable internet connection when inputting facility data into the central application. Furthermore, there are often changes in the condition of items in the field that class teachers haven't had time to report in detail to me."

This situation aligns with the findings of Adekami et al. (2024), who emphasized that the main obstacles to implementing a new curriculum generally stem from limited supporting facilities and high administrative burdens at schools. At SDN 11 Air Kumbang, these challenges prompted the principal to make managerial adjustments to ensure curriculum targets were met while also adapting to existing infrastructure conditions.

5. Support Leadership Transformational in integrate vision, culture schools and management source Power

Although face limitations physical, head SDN 11 Air Kumbang School capable maximize role leadership transformational as factor determinant main. Data analysis shows that head school succeed implant vision school to in culture Work daily through role models and motivation that inspire teachers. Support the reflected in policies that provide freedom for teachers to innovate in method learning as well as provide open dialogue space use finish constraint technical in a way together. This is revealed in quote interview following:

" My strategy is make everyone knows that change curriculum is needs, not burden. I always encourage teachers with give they example directly, such as active using the Merdeka Mengajar platform, so they feel supported and not walk alone in transformation This ".

Leadership transformational head school impact big on formation culture and character positive students. Head school active push student in activity intracurricular and ceremonies For increase motivation they For Study in environment curriculum new. Student representative explain impact leadership the as following:

" Head school often involved direct in activity student. He often give appreciation to high - achieving students in project strengthening profile Pancasila students (P5) than only say motivational words. This is produce a positive culture where students feel valued every the steps they take take ".

Teacher at SDN 11 Air Kumbang see leadership transformational as moral and professional support. Spirit For carry out The Independent Curriculum has increase blessing support head school

in provide training and space discussion for teachers. A teacher gives proof about effect style leadership as stated as following:

" Spirit Our work is greatly influenced by the leadership of the Principal School. He always give support full. For example, when we face difficulty understand teaching module, he provide time For speak with us or sent us to the workshop. We felt comfortable Because There is real support, not only directions ".

Interview data the show that principal of SDN 11 Air Kumbang has apply principle leadership transformational with good. Ability head school in align vision school with demands curriculum, providing motivation to student through student representatives, and create environment supportive work for teachers to become foundation strong in follow up development curriculum in schools the. Integration of vision and culture the in line with study Waruwu et al. (2025), which emphasizes that motivation as well as management source Power effective human become factor key success implementation policy education at the level school. Principal school play a role as connector between demands change curriculum with mental readiness of teachers, so that the transition process curriculum No viewed as burden, but rather as part from identity and culture progressive school. Analysis at SDN 11 Air Kumbang show that effectiveness management head school No solely determined by ability provide means physical, but rather by capacity in managing “ energy organization.” Constraints in the form of limitations infrastructure and internet network are addressed through management strategies based collaboration as well as utilization source existing power in a way creative.

Leadership applied transformational proven capable change obstacle become challenge professional. With grow culture adaptive and communicative school, principal school succeed unite view all over inhabitant school to vision curriculum new. This is show that leadership transformational at SDN 11 Air Kumbang play a role as catalyst that reduces impact obstacle external through strengthening internal capacity (source Power humans) and cohesion culture organization. Synergy between firmness managerial in set vision and flexibility in face limitations infrastructure become factor key sustainability curriculum in schools the. Research novelty This lies in the context curriculum independent and transformative which is carried out at SDN 11 Air Kumbang, where the leadership head school No only functioning as manager administrative, but also as driving force culture adaptive learning. Barriers in the form of limitations means infrastructure, in particular internet access that is not stable, and height burden administrative, responded with managerial strategies based collaboration and creativity, such as utilization environment around as laboratory nature and inventory based needs. This is show that head school capable change limitations become opportunity learning relevant contextual with characteristics local.

Support leadership transformational seen from integration vision school to in culture Work daily, giving motivation direct to teachers and students, as well as creation open dialogue space For finish constraint technical. Head school No only emphasize achievement standard curriculum, but also build Spirit collectively for change curriculum viewed as part from identity progressive school. With Thus, learning in context Independent Curriculum at SDN 11 Air Kumbang become transformative Because supported by capable leadership unite vision, culture, and management source Power in a way synergistic. Conclusion of discussion This is that implementation Independent Curriculum at SDN 11 Air Kumbang presenting novelty in the form of a leadership model transformative transformational in learning. Head school succeed manage obstacle external (limitations) infrastructure and burden administration) through creative and collaborative managerial strategies, while at the same time build

internal support in the form of culture adaptive schools, teacher motivation, and character positive students. Synergy between firmness managerial in set vision and flexibility in face limitations make the transition process curriculum No only compliance - oriented regulatory, but also in the formation identity progressive and sustainable schools.

Conclusion

This study concludes that the headteacher of SD Negeri 11 Air Kumbang has demonstrated effective managerial competence in following up curriculum development. This is reflected in the ability to analyse regulations, map school needs, establish a curriculum development team, and involve teachers actively in preparing learning programmes that are relevant to learners' characteristics. The headteacher's managerial function is also evident in the implementation of structured clinical supervision, the provision of constructive feedback, and the strengthening of teachers' professional development through In-House Training and the intensive use of the Merdeka Mengajar Platform. In addition, the headteacher's transformational leadership supports a positive collaborative culture, an adaptive school vision, and motivation for the school community to view curriculum change as an opportunity for innovation. Although the school still faces challenges related to limited infrastructure, digital administration, and internet connectivity, these obstacles have been addressed through the optimisation of multifunctional facilities and intensive coordination among school stakeholders.

Future research is recommended to examine headteachers' managerial competence in different schools, regions, or education levels to provide broader comparative findings on curriculum development practices. For practitioners, especially headteachers and teachers, stronger collaboration is needed in curriculum planning, implementation, supervision, and evaluation so that learning programmes remain relevant to learners' needs and school conditions. At the policy level, local governments and education authorities should provide stronger support through improved infrastructure, stable internet access, continuous professional training, and digital administration assistance. These efforts are necessary to ensure that curriculum development can be implemented more effectively, equitably, and sustainably in primary schools.

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