



### LEADERSHIP AND SUPERVISION AS CATALYZERS FOR IMPROVING TEACHER COMPETENCE IN FACING THE INDEPENDENT CURRICULUM

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#### ABSTRACT

The Independent Curriculum requires teachers to be more independent, creative, and responsive to students' needs. However, there are still many teachers who do not have optimal competence in implementing it. This is exacerbated by the leadership of the principal who has not fully played the role of a mentor and motivator and the implementation of academic supervision which is still a formality and has not touched on aspects of professional development in depth. As a result, the process of teachers adapting to the Independent Curriculum is slow and uneven. This research uses a *library research approach*. The data used in this study were sourced from literature in the form of scientific articles and research reports discussing principal leadership, academic supervision, and teacher competency development. The results of the study indicate that: 1). Principal leadership plays a crucial role in improving teacher competency through support, motivation, and coaching that encourage teachers to be more prepared and capable of implementing the Independent Curriculum. 2). Academic supervision is carried out collaboratively and continuously through classroom observations, feedback, and coaching that helps teachers develop professionalism and understand the Independent Curriculum more deeply. 3). The synergy between leadership and supervision has proven to be an effective catalyst in accelerating teacher competency improvement, especially in adapting to the demands and principles of the Independent Curriculum. Thus, principal leadership and academic supervision have proven to have important and complementary roles in improving teacher competency in facing the Independent Curriculum. Supportive leadership and reflective supervision can create a learning environment that encourages teachers to develop professionally and pedagogically.

Keywords: *Leadership, Supervision, Catalyst, Teacher Competence, Independent Curriculum*

#### INTRODUCTION

Developing teacher competencies in facing the Independent Curriculum is a very important issue in the world of Indonesian education today. With curriculum changes demanding flexibility and innovation in teaching methods, the principal's leadership role and effective supervision are key factors in improving teacher skills and competencies (Budiati, 2022; Mubarok et al., 2024). Leaders with a participatory leadership style can be more effective in encouraging teacher participation in decision-making, thereby creating a positive work climate and supporting professional development (Bahi & Santosa, 2022; Permana & Karwanto, 2020).

Various studies have shown that effective and participatory principal leadership can significantly improve teacher motivation (Qalbi, 2022; Haryani et al., 2022). Principals

who are able to communicate well and build positive relationships with teachers will create a conducive environment for teacher learning and professional development (Yamin, 2023). For example, research conducted by Haryani et al. showed that the principal's leadership style directly impacted teacher performance and motivation at SMK Negeri 1 Lokop, where control and support were determining factors (Haryani et al., 2022). Thus, an inclusive and supportive leadership approach can serve as a catalyst for teachers to develop better teaching practices.

In addition, research conducted by Mubarok et al. highlighted the importance of collaboration between principals and teachers in efforts to improve the quality of education. This participatory involvement not only increases the sense of ownership among teachers, but also strengthens their commitment to educational goals (Mubarok et al., 2024). Education is closely related to human life. It is the effort of adults, conscious of their humanitarian role, to guide, train, teach, and instill fundamental values and perspectives on life in the younger generation. The goal is for the younger generation to become individuals who are aware of and responsible for their life's tasks, in accordance with human nature and character (Azmi, 2022). The availability of platforms and resources, including adequate training and development programs for teachers, is also highly relevant in supporting the implementation of the Independent Curriculum (Pawartani & Suciptaningsih, 2024; Marisana et al., 2023). Approaches that have proven effective in improving teacher competency include collaborative-based training and in-house training that can be tailored to teachers' specific needs (Yulmi, 2021; Siswati et al., 2023).

In addition to the leadership role, continuity in teacher training and development programs is also very important. Agustiani et al. noted that capacity building strategies in schools can improve teacher professionalism and competence (Agustiani et al., 2024). When teachers are empowered through relevant and ongoing training, they will be better prepared to implement the Independent Curriculum in effective and innovative ways. With the support of principals committed to improving teacher skills and capacity, the implementation of this new curriculum can proceed more smoothly and produce better results in the classroom.

Challenges in implementing the Independent Curriculum also need to be addressed. Research by Wijaya et al. shows that in practice, some teachers experience difficulties adapting to the new curriculum, either due to a lack of training or an inadequate understanding of the principles and practices of the Independent Curriculum (Wijaya et al., 2021; Ardhani et al., 2023). Therefore, school principals and educational management must proactively identify obstacles and provide the necessary support, including strengthening communication and collaboration among educational stakeholders (Wantiana & Mellisa, 2023).

Zaini emphasized the importance of the principal's role as a supervisor, not only supervising but also providing guidance and support in the daily teaching process for teachers (Zaini, 2022). Through effective observation methods, principals can provide constructive feedback that helps teachers gain new insights and improve their teaching methods. This is especially important when teachers are faced with new teaching materials and approaches in the Independent Curriculum.

Furthermore, authors such as Alfath et al. express that the role of teachers in the



context of the Independent Curriculum is not only as educators, but also as facilitators who must be prepared to provide learning that encourages creativity and innovation among students (Alfath et al., 2022; Daga, 2021). In this regard, improving teachers' pedagogical competence is increasingly important and must be supported by ongoing professional development programs. In character-oriented education, active teacher involvement in managerial decision-making at school is also essential (Anggorowati et al., 2022). This ensures that teachers feel heard and acknowledged in the learning process. A consequence of this approach is the emergence of greater loyalty among teachers, leading to improved performance in supporting the effective and efficient implementation of the Independent Curriculum.

A comprehensive approach combining effective leadership, supportive supervision, and appropriate training is a strategic step that schools must adopt to meet the demands of the Independent Curriculum. This approach not only improves the quality of education but also the skills and professionalism of teachers in delivering more meaningful learning to students, so that future generations can have a better understanding and ability to face the challenges of a constantly changing world (Zumrotun et al., 2024; Sriyanto et al., 2018).

Thus, in facing the implementation of the Independent Curriculum, many teachers face challenges in adapting the required pedagogical, professional, and adaptive competencies. Lack of in-depth understanding and readiness to apply the principles of the Independent Curriculum is a major obstacle in achieving the desired learning objectives. This is where the role of educational leadership and supervision becomes very important. Visionary leadership and constructive supervision can be a catalyst in guiding, assisting, and directing teachers to improve their competence in a sustainable manner. The urgency of this research lies in the need for concrete strategies in building an effective teacher development system, so that educational transformation through the Independent Curriculum can run optimally and have a real impact on the quality of learning.

## **METHOD**

This study uses a *library research approach*, which methodologically aims to analyze and review various sources of scientific literature as a basis for gaining a comprehensive understanding of the role of leadership and supervision in improving teacher competence, particularly in the context of implementing the Independent Curriculum. This approach is considered the most appropriate because it allows researchers to explore in depth various theories, empirical findings, and the results of previous studies that are relevant and support the formation of a solid theoretical framework in answering research problems (Zed, 2004).

The data studied in this research were obtained from various literature, especially scientific articles and research reports that specifically discuss issues regarding principal leadership, academic supervision practices, and teacher competency development strategies. The literature used includes works by education experts from both national and international levels, carefully and selectively selected based on their relevance to the research focus, content validity, and depth of analysis (Moleong, 2018). The selection of literature was made by considering its relevance to the dynamics of curriculum change and the need for adaptive and innovative teachers in the learning process.



The data collection process involved several stages, including searching, identifying, and organizing various documents and literature directly related to the primary research variables: principal leadership, academic supervision, and teacher competency in responding to the challenges of the Independent Curriculum. Researchers reviewed the literature by considering the interrelationships between variables and their contribution to the successful implementation of the new curriculum, which requires teachers to be able to conduct more contextual, flexible, and student-centered learning (Arikunto, 2013).

To analyze the data, content analysis techniques were used, which aim to systematically examine and interpret the content of each collected literature source. Through this approach, researchers were able to identify specific patterns, formulate important concepts, discover relationships between components, and synthesize key findings that can serve as a basis for developing comprehensive and scientifically sound theoretical conclusions (Sugiyono, 2016).

The validity of the data in this study was maintained through the application of source triangulation techniques, namely by comparing and confirming information obtained from various different literature sources, to ensure the consistency, accuracy, and credibility of the data used. Furthermore, the researcher also involved a *peer review process*, where interpretations of theory and data were tested through discussions and input from fellow researchers to increase the objectivity and validity of the analysis results (Nasution, 2003). With this approach, it is hoped that the research will be able to provide a strong conceptual contribution in understanding the strategic role of leadership and supervision in strengthening teacher capacity to face the challenges of the Independent Curriculum.

## **RESULTS AND DISCUSSION**

### **A. The Role of Principal Leadership in Improving Teacher Competence in the Implementation of the Independent Curriculum**

The principal's leadership role is vital in encouraging the improvement of teacher competency, particularly in facing the changing learning paradigm in the Independent Curriculum. An effective principal acts not only as an administrative manager but also as an instructional leader capable of guiding and motivating teachers in implementing a more contextual, differentiated, and student-centered learning approach. Some prominent roles include providing moral and professional support, facilitating training and workshops on the Independent Curriculum, providing space for teacher innovation, and creating a school culture open to change and continuous learning. The principal also actively monitors and evaluates curriculum implementation and ensures the availability of necessary resources for teachers. The research results show that the more active and transformative the principal's leadership, the higher the teacher's readiness and competence in implementing the Independent Curriculum optimally.

Principal leadership plays a crucial role in facilitating and improving teacher competency in implementing the Independent Curriculum in Indonesia. With the increasing demands of increasingly complex education, principals are expected to employ effective leadership styles to create a conducive learning environment and support teacher professional development. Research shows that principal leadership directly contributes to teacher performance, a key factor in educational success in schools

(Merdiana et al., 2022; Alhabsyi et al., 2022; Herry et al., 2020).

One way principals can improve teacher competency is by formulating clear and targeted policies regarding professional development. Research conducted by Rokimin et al. states that principals need to formulate comprehensive planning and development programs to help teachers achieve established teaching objectives (Rokimin et al., 2022). This includes regular academic supervision and improving work discipline related to the learning process (Rokimin et al., 2022). Furthermore, providing constructive feedback and recognizing teacher achievement can increase their motivation to continuously improve their teaching practices (Merdiana et al., 2022; Santiari et al., 2020).

In the context of implementing the Independent Curriculum, school principals are expected to play an active role in developing teachers' pedagogical competencies. This includes various strategies such as regular training, workshops, and group discussions that can help teachers understand and apply the principles of the Independent Curriculum effectively. In a study by Rahmadhani et al., it was found that principals who are proactive in building strong relationships with teachers can significantly improve their pedagogical competence (Rahmadhani et al., 2023). Principals should also facilitate positive interactions between teachers by providing spaces for discussion and collaboration, which in turn will improve teachers' emotional intelligence and social skills (Poniman et al., 2023; Setiyadi et al., 2021).

The leadership model implemented also influences the principal's ability to support teachers. For example, the democratic leadership style practiced in many schools, as identified by Budiati in her research, can strengthen teachers' sense of involvement and ownership of the learning process within the school environment (Budiati, 2022). By involving teachers in decision-making and granting them autonomy in their teaching practices, principals can foster an atmosphere of innovation and creativity among teachers (Rami, 2023).

Furthermore, the principal's leadership also plays a role in fostering an organizational culture that supports teacher competency improvement. According to Purwoko, a principal who is able to build a positive organizational culture can significantly influence teacher motivation and performance (Purwoko, 2018). A strong organizational culture supports the implementation of educational values and provides space for teachers to experiment with new teaching methods that better align with the Independent Curriculum. The formation of a continuous professional development team consisting of the principal and teachers is necessary to maintain ongoing dialogue and improvement (Bahi & Santosa, 2022; Sukiyanto & Maulidah, 2020).

In their efforts to improve teacher competency, principals must also pay attention to their managerial style. Research shows that a flexible and situational leadership style can deliver better results for teacher development (Aisyah & Takdir, 2017). An adaptive leadership style allows principals to respond to the specific needs of each teacher, provide appropriate support, and encourage professional development appropriate to their school context. By creating a responsive and supportive environment, teachers will not only be motivated but also more likely to actively participate in training and development (Kurniawan & Sabandi, 2023; Arwan & Maryanti, 2023).

The leadership role of the principal in improving teacher competency in implementing the Independent Curriculum is essential. From policy formulation and



targeted training to building a positive organizational culture, the principal must be recognized as a central figure guiding change in the education system at the school level. The successful implementation of the Independent Curriculum depends heavily on the principal's leadership and support of teachers in every aspect of effective and innovative teaching (Merdiana et al., 2022; Abi Din, 2021; Herry et al., 2020).

To achieve these goals, principals need to collaborate with various parties, including teachers and parents, to create an optimal learning environment. This collaboration should be facilitated through discussions, seminars, and activities that foster synergy between all stakeholders. It's important to remember that education is a collective endeavor, and therefore, the principal's role as a leader must always focus on empowering those around them (Budiati, 2022; Bahi & Santosa, 2022).

Knowing that principals have a significant influence on teachers' performance and work motivation, it is important for them to continue learning and adapting to developments in the times and curriculum. Principals must create space for pedagogical experimentation, support teachers in implementing new approaches aligned with the Independent Curriculum, and ensure that all teachers feel supported in their professional development efforts (Rahmadhani et al., 2023; Rami, 2023; Purwoko, 2018).

By prioritizing teacher competency development, principals can ensure that every educator under their leadership is not only capable of performing their duties effectively but also contributes to achieving the broader educational vision and mission. This accountability includes ongoing evaluation of teachers' teaching processes and the impact of curriculum changes on student learning. Collaboration and partnerships with higher education institutions and professional organizations are also highly recommended to enrich teachers' learning experiences (Hidayat & Patras, 2020; Sukiyanto & Maulidah, 2020).

The implications of this study indicate that principals are not merely managers, but also resilient and innovative leaders who play a crucial role in shaping the future of education. Their efforts to support teacher competency will directly impact the quality of education and student success in facing global challenges (Budiati, 2022; Santiari et al., 2020; Sukiyanto & Maulidah, 2020). Therefore, principals are expected to continuously explore leadership strategies that will ensure that every teacher has the opportunity to develop and provide their best in education.

The success of the principal in improving teacher competency is key to improving the education system as a whole. Therefore, it is crucial for policymakers to support principals by providing the necessary resources and training to effectively carry out this role. Focusing on developing principals as educational leaders will positively impact all aspects of education at the school level, which in turn will contribute to improving the overall quality of education in Indonesia (Herry et al., 2020).

## **B. Implementation of Academic Supervision for the Development of Teacher Professionalism in Facing the Independent Curriculum**

Academic supervision is a crucial instrument in the process of improving teacher professionalism. Supervision is no longer viewed solely as a control tool, but rather as a collaborative, reflective, and supportive development activity. Effective academic supervision in the context of the Independent Curriculum includes classroom observation

activities, post-observation discussions, providing constructive feedback, and developing competency improvement programs based on individual teacher needs. Successful supervision practices identified include mentoring and coaching approaches, community-based learning, and strengthening the role of teachers as learning facilitators. The results show that through quality academic supervision, teachers are able to develop their pedagogical capacity and professionalism, and are more confident in implementing learning strategies that are in accordance with the principles of the Independent Curriculum.

The implementation of academic supervision for teacher professional development in the face of the Independent Curriculum is a crucial aspect that requires special attention in the context of Indonesian education. The Independent Curriculum, designed to provide flexibility in learning and encourage active student participation, requires teachers to improve their competencies, both in teaching methods and in the utilization of existing technology and educational resources. Education experts agree that academic supervision plays a crucial role in improving the overall quality of education, with the principal as the primary driver (Maalie, 2020; Fatimah et al., 2024; Faizatun & Mufid, 2020).

One of the main focuses of academic supervision is to assist teachers in improving their pedagogical competence. According to Maalie (Maalie, 2020), the principal carries out his function as a supervisor by scheduling periodic supervision, at least once a semester. In carrying out supervision, the principal not only plays the role of evaluator, but also as a consultant, leader, and coordinator whose function is to facilitate the development of teacher competencies. This role is very relevant in the context of the Independent Curriculum, where good collaboration between school principals and teachers is needed to create an optimal learning environment (Faizatun & Mufid, 2020; Saman & Hasanah, 2024).

Academic supervisors in the Independent Curriculum era need to understand student characteristics and apply various learning methods tailored to their needs. Research by Bastomi et al. (2024) shows that a pleasant learning environment, community engagement, and personal and interpersonal development are key elements in implementing effective academic supervision. This aligns with the concept of the Independent Curriculum, which emphasizes a holistic approach to education, where learning success is strongly influenced by interactions between schools, students, and the community (Fatimah et al., 2024; Komarudin et al., 2023).

Furthermore, academic supervision carried out by the madrasah principal is expected to not only be limited to supervision, but must also include continuous coaching. Faizatun and Mufid (2020) emphasized that academic supervision activities must include sound program planning, innovation in teaching approaches, and comprehensive evaluation. Principals need to ensure that each supervision activity has a clear goal of enhancing teacher competency while improving classroom learning (Saman & Hasanah, 2024; Komarudin et al., 2023).

In the context of implementing the Independent Curriculum, new challenges have also emerged, such as limited resources and uneven understanding of this curriculum among teachers. Fatimah et al. (2024) explain that effective principal leadership is key to overcoming these challenges, where support from the principal can create an environment that is adaptive and responsive to curriculum changes. Therefore, a collaborative attitude



and openness in communication between all parties in the school are needed, including teachers, principals, and educational supervisors (Wahyuni, 2023; Setyawati et al., 2023).

Academic supervision should also include appropriate training and guidance for teachers. Ernawati et al. (2024) emphasize the need for systematic evaluation of teachers' pedagogical competence to ensure optimal teaching. Technology-based approaches can also be effective tools for supervision, allowing principals to access teacher performance reports and provide faster feedback (Fauzi et al., 2022). In this aspect, the exploitation of digital tools and applications greatly supports the effectiveness of academic supervision in this digital age.

Principals, as leaders in educational implementation, are required to understand not only the curriculum content but also aspects related to social sensitivity and high emotional competency (Bertus, 2019). According to Komarudin et al., academic supervision conducted with full awareness of the social context will have a greater impact on improving teachers' professional abilities (Komarudin et al., 2023). Therefore, the supervision approach must be personalized and not *one-size-fits-all*, so that each teacher can find the method that best suits their teaching style.

Based on the research results, the implementation of collaboration-based academic supervision can increase teachers' self-confidence and support their creativity in developing more varied and interesting learning strategies. Setyawati et al. (2023) noted that active collaboration between teachers, principals, and the community can create a more creative and innovative educational environment. This aligns with the goals of the Independent Curriculum, which aims to create a student-centered educational process that is relevant to the needs of the times.

Thus, the implementation of academic supervision for the development of teacher professionalism in facing the Independent Curriculum covers various dimensions, starting from planning, implementation, to systematic and continuous evaluation. Therefore, a good understanding of the challenges and opportunities that exist, as well as a commitment from all parties to implement improvements together, is required. Effective implementation will not only improve teacher competence but also the overall quality of education, so that it can produce graduates who are ready to face future challenges (Basori et al., 2023; Amalina & Falah, 2024).

### **C. Leadership and Supervision as Catalysts for Improving Teacher Competence in the Independent Curriculum**

Principal leadership and academic supervision function synergistically as catalysts that accelerate the process of improving teacher competency. Principals who embrace a progressive educational vision and adopt a transformational leadership style tend to build a school climate conducive to teacher learning and professional development. When this leadership is coupled with structured and ongoing supervision practices, teachers experience growth in their understanding of the curriculum, relevant learning strategies, and ability to develop authentic assessments. Effective leadership and supervision can bridge the gap between national education policy and classroom learning practices. They facilitate teachers' understanding of the Independent Curriculum philosophy, adapt learning methods to student needs, and create innovations in the learning process. Therefore, academic leadership and supervision have proven to be not merely tools, but

key drivers of the educational transformation envisioned through the Independent Curriculum.

The form of leadership and supervision in the context of education in Indonesia, especially during the implementation of the Independent Curriculum, is a vital factor that contributes to improving teacher competence. The Independent Curriculum itself is designed to create a learning climate that is more flexible and responsive to the needs of students in the 21st century. This is important, considering the need for education that continues to develop along with the progress of the times and the challenges of globalization faced by society (Wulandah et al., 2023; Hamdi et al., 2022).

Principal leadership plays a significant role in creating an environment that supports teacher professional development. According to Nadeak, although principal leadership does not always directly influence teacher discipline, active academic supervision can trigger positive changes in teacher behavior and performance (Nadeak, 2022). Research also shows that effective academic supervision improves teacher performance, which in turn contributes to student achievement in the classroom (Ismiarti, 2023; Aulia & Haris, 2022). Therefore, there is an urgent need for principals to conduct supervision that is educational rather than simply supervisory, in order to create a productive and collaborative work environment (Rahmadini & Jamilus, 2022).

The implementation of the Independent Curriculum requires teachers to adapt to innovative and creative teaching methods. In this regard, the principal's role as a leader and supervisor is crucial. Rumasukun and colleagues stated that principals who play an active role in curriculum implementation can facilitate teacher professional development through appropriate guidance and adequate resources (Rumasukun et al., 2024). In addition, the quality of supervision carried out by the principal greatly influences the ability of teachers to apply the latest teaching methods in accordance with the Independent Curriculum (Lalupanda, 2019). Through a collaborative approach to supervision, the principal is able to provide direction, support, and constructive feedback to improve the quality of learning.

Furthermore, teachers' implementation of the Independent Curriculum requires a deep understanding of the learning outcomes and objectives to be achieved (Lisnawati et al., 2023). This process involves not only teachers' ability to develop lesson plans responsive to student needs but also the skills to apply technology in more relevant learning (Afriani et al., 2023). Principals play a role in ensuring that teachers receive adequate training to successfully adapt this curriculum and in creating a learning culture that allows students the freedom to explore their knowledge (Putra & Widiari, 2023).

On the other hand, there are challenges in implementing the Independent Curriculum, particularly related to teacher readiness in using appropriate methods. Research shows that many teachers still experience difficulties in implementing innovative and student-centered teaching strategies (Widarti et al., 2023). Therefore, support from the principal through targeted supervision and constructive feedback is crucial to addressing these obstacles (Rahmadini & Jamilus, 2022). Furthermore, principals need to develop strategies to respond to feedback from teachers and students for continuous improvement in the teaching and learning process.

From an educational philosophy perspective, the Independent Curriculum reflects learning values that value each student's individual potential. By adopting more flexible



learning methods, it is hoped that students can be more actively involved in the learning process, thereby developing competencies that meet the demands of the times (Wulandah et al., 2023; Siswadi, 2023). In this regard, teachers have a responsibility to ensure that they not only transfer knowledge but also facilitate the growth of students' character and independence, which is at the core of the Independent Learning concept (Ainia, 2020).

Efforts to improve teacher competency can also be achieved through collaboration between teachers and between teachers and principals. The implementation of the Pancasila Student Profile Strengthening (P5) project is one example where collaboration in developing learning projects can strengthen the competency of both teachers and students (Fatah & Zumrotun, 2023). In this context, principals need to consider the importance of building competent and collaborative teaching teams to achieve higher education goals.

Furthermore, the successful implementation of the Independent Curriculum is largely determined by the active participation of all stakeholders, including principals, teachers, students, and parents. Parental involvement in the educational process can increase support and motivation for students to learn independently (Rumasukun et al., 2024; Yaman, 2020). Therefore, principals should have a clear vision of how to integrate all stakeholders in the learning process.

In carrying out academic supervision, the principal needs to apply an approach that focuses on developing teacher competencies as a whole. By utilizing a clinical approach in supervision, principals can help teachers evaluate and reflect on their teaching practices, which positively impacts competency improvement (Rahmadini & Jamilus, 2022; Lalupanda, 2019). In this process, principals are also crucial for recognizing teachers' achievements, which can motivate them to continue innovating in their teaching.

The curriculum must be evaluated periodically to ensure it remains relevant to changing societal needs and advances in science and technology. This type of evaluation will help identify weaknesses in curriculum implementation and enable future improvements in education (Indarta et al., 2022). All of these efforts, if carried out consistently, will create an educational ecosystem that can improve the quality of education in Indonesia, in line with the government's goal of creating a more competitive and adaptive generation in the global era.

Therefore, strong school leadership and effective supervision will be essential catalysts for improving teacher quality and competence in facing the challenges presented by the Independent Curriculum. This combination of strategies will positively impact educational quality and student achievement.

## CONCLUSION

The principal's leadership role is crucial in improving teacher competency in facing the Independent Curriculum. Principals who have a clear vision, are able to be learning leaders, and provide ongoing support, successfully create an environment that encourages teachers to continue learning, innovating, and adapting to new paradigms in the curriculum. The implementation of academic supervision that is coaching, collaborative, and reflective has proven effective in improving teacher professionalism. Supervision designed based on teacher needs and carried out in a planned and systematic manner can help teachers understand and implement the principles of the Independent Curriculum



more appropriately and meaningfully. Integrated leadership and supervision act as important catalysts in the transformation of teacher competencies. Collaboration between principal leadership and academic supervision creates a learning ecosystem that supports teachers in developing pedagogical skills, implementing learning innovations, and implementing classroom management aligned with the characteristics of the Independent Curriculum. This synergy accelerates teachers' adaptation to policy changes and the demands of 21st-century learning.

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