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Comparison of Learning Leadership in Driving Schools to Improve Continuing Education

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Abstract

Education is essential for human life, and education is a way to change the fate of a backward nation into a developed nation. Education can only be implemented with a curriculum, an integral part of the educational process. Nowadays, there is a new curriculum, namely the independent curriculum, which is interpreted as a learning design that allows students to study calmly, relaxed, fun, stress-free, and pressure-free to show their natural talents. The school principal's leadership determines the realization of independent learning and good quality education in their duties at school. The government has accommodated the principal's learning leadership as one of the six principal competencies with the enactment of Permendiknas No. 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Scores. This research aims to compare the evaluation of the implementation of driving school activities at State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas, and State Senior High School 1 Peso. The research results show significant differences in learning leadership in 3 schools. Namely State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas, and State Senior High School 1 Peso.

Keywords: Learning Leadership, Independent Curriculum, Sustainable Education

1. Introduction

Education is essential for human life, and education is a way to change the fate of a nation left behind into a developed nation. The potential of every human being can develop through educational activities organized by the government or private parties. Education is said to be a life process that develops all the potential of individuals to be able to live a whole life so that they become educated humans, both cognitively, affectively, and psychomotorly. Education carries out the process of educating humans to become human beings who benefit the nation and state. This educational process is not easy in an instant to feel the results, because education is a long-term investment that will feel successful when educated humans can carry out their roles in the future for the progress of the nation and state in whatever field they are engaged in (Suryana & Iskandar, 2022)

Sustainable development has three main integrated pillars: environmental, economic, and social. These three main aspects are integrated into its implementation. With this, sustainable development-based education focuses on development issues that not only discuss environmental issues but also have coherence with social and economic problems. Education for Sustainable Development (ESD) is a multidisciplinary concept that views sustainable development with social, economic, and environmental insights. This concept is implied in Law Number 20 of 2003 concerning the National Education System and in the Preamble to the Constitution of the Republic of Indonesia of 1945 concerning the national education paradigm on sustainable development. This paradigm states that education will produce humans with noble morals and benefit the universe. This concept aims to produce humans who can meet all the needs of their lives by always paying attention to the needs of current and future generations. (Hidayati, 2021)

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Education can only be implemented with a curriculum, and the curriculum becomes an integral part of the educational process. Simply put, the curriculum becomes a guideline in the implementation of education. That being said, the curriculum is the basis for implementing the learning process in schools. Of course, there is no learning process without a curriculum. Where will education go in Indonesia if the curriculum does not exist? The curriculum is a tool used to achieve educational goals, so the curriculum is a reference for implementing education in Indonesia. In line with this, the curriculum certainly cannot be underestimated. It is a document, tool, and reference for education implementers to carry out the best educational process to achieve national education goals. How can education be carried out properly, if the implementers of education do not understand the curriculum itself (Wahyuni & Berliani, 2019). Education places the curriculum as the highest priority. Therefore, the curriculum is absolutely necessary in the educational process because it aims to produce quality graduates according to their level of competence. The delivery of curriculum adjustments must always be dynamic to be effective. This adjustment is made to be better able to meet the demands of developments and problems that exist today (Damayanti et al., 2023).

The curriculum in Indonesia has undergone various changes and improvements. Curriculum revision is something familiar in every education system, including in Indonesia. It is noted that the Indonesian education system has updated its curriculum at least twelve times, starting from the learning plan of 1947 and continuing to the latest curriculum, namely independence. Curriculum revisions or reforms are often carried out and assessed based on several factors, such as unsatisfactory learning outcomes, the number of students who drop out of school, the stress levels of teachers and students, and lack of skills in meeting the job market. (Satria et al., 2022). The curriculum in Indonesia started from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum 1994), 2004 (competency-based curriculum), and 2006 curriculum (education unit level curriculum), and in 2013 the government through the ministry of national education changed back to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to the Revised Kurtilas (Cepi Barlian & Iriantara, 2021).

At this time, there is a new curriculum, namely the independent curriculum, which is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents. Merdeka Belajar focuses on freedom and creative thinking. In this independent curriculum, it requires students to have independence. The independence in question is that each student can access knowledge obtained from formal and non-formal education. The independent learning curriculum is new and will replace the 2013 curriculum or be refined. The independent learning curriculum is one of the ideas that can change Indonesian education so that future generations will be better. Merdeka Belajar is a program designed to explore the potential of educators and students to innovate and improve the quality of learning in the classroom. The existence of the Independent Curriculum aims to improve the implementation of the 2013 Curriculum. In the independent curriculum, teachers are free to create exciting and meaningful learning, one of the ideas behind independent learning. Teachers must be able to plan, implement, and evaluate learning programs independently. In determining whether or not the learning is feasible, the objectives are achieved, and whether the objectives are achieved or not, the objectives of the learning program are achieved. Evaluation activities are required. These evaluation activities are necessary to ese evaluation activities are necessary to decisions (Anis, 2022).

The independent curriculum is a new approach to designing educational curricula that aims to provide more freedom to students in determining the course of learning. This approach stems from the understanding that each individual is unique and has different learning needs, so a standardized curriculum may only sometimes be effective for all students. *Curriculum Mandiri* is an educational initiative proposed by a country's government or educational institutions to expand and enrich the existing curriculum. The idea behind Curriculum Merdeka is to give students more freedom in choosing subjects, exploring personal interests, and developing relevant skills according to the future needs expected by a country. The Merdeka curriculum aims to address some of the weaknesses associated with the traditional curriculum, which may also be rigid or focused on meeting academic needs only. In the independent curriculum, students are given more flexibility to explore their interests and talents, be actively involved in learning, and develop skills that suit their interests. In addition, the Merdeka Curriculum strives to prepare students to better face the changing world of work. Students can focus on areas deemed relevant to their future careers by being provided freedom of choice in subjects. The curriculum also encourages students

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to develop 21st-century skills, such as communication skills, collaboration, creativity, innovative spirit and problem-solving (Agus et al., 2023).

The first stage in this curriculum is learning, the second stage is the implementation process, and the third is comprehensive. The independent curriculum is learning chosen by educational institutions according to the abilities of their students. Literacy activities in schools must be strengthened to support the national policy of independent learning and strengthen the curriculum. In this curriculum, students can present new nuances of Indonesian learning at school, making learning more creative and innovative. In addition, applying best practices in literacy teaching has created a foundation for core principles: getting to know students, teaching diagnostically, and engaging students in authentic literacy experiences. As independent curricula grow in school, school leaders are encouraged to promote a wide range of participatory, unique, and innovative programs and work with teachers to support them so that students can become independent, creative, collaborative, and varied critical thinkers.(Andas Nidaa'an Khofiyya et al., 2023).

The essence of independent learning is to give freedom to teachers to develop the learning process according to needs. The essence of freedom of learning should start from increasing the competence of school principals who can understand the characteristics and abilities of their teachers (Mustagfhiroh, 2020). Therefore, the principal has an important role in realizing Freedom of Learning in schools The principal is a milestone in the creation of a learning or education process that gives birth to superior generations and is able to answer the challenges of the 21st century. As the definition of leadership is the activity of influencing others in directing to a goal. The leadership of the principal is very important to influence the implementation of the duties of the teacher, so that it will also affect the achievement of educational goals (Lahagu & Hidayat, 2023). Schools really need a leader so that all activities and actions can be well coordinated and can run smoothly. School principals drive activities by using strategies to empower organizational resources or educational institutions in order to achieve predetermined goals effectively, efficiently, effectively. The achievement of educational goals depends heavily on the leadership skills and wisdom of the principal who is one of the educational leaders.

The birth of a new curriculum causes teachers' perceptions of curriculum reform to vary because each gives different meanings to the other. Studies of perceptions of elementary school teachers in Korea show that this creates a group of teachers with negative, non-constructive attitudes toward reform and less interested in change. For the first group, reform was seen as merely increasing the workload without introducing significant new thinking into teaching practice. In contrast, the second group believed that the new curriculum could improve the quality of education but felt that they experienced dilemmas and tensions in implementing the change. (Maman et al., 2020).

The principal's leadership determines the realization of learning independence and good quality of education in his duties. Leadership is a behavior that occurs when a person interacts and participates with the environment to achieve his life goals. Leadership requires people who can move the wheels of the organization in a certain way to achieve the organization's goals. These skills influence, persuade, motivate, direct, and coerce. In a self-paced curriculum, a principal who contributes in collaborative situations is expected of leadership. School principals are leaders with the skills and abilities to implement in-depth strategies to improve education quality. The principal plays an essential role in determining the implementation of learning and choosing and determining the curriculum applied in schools (Suryana & Iskandar, 2022).

One of the programs presented by the Ministry of Education and Culture in launching the independent learning curriculum is the start of the mobilizing school program. The driving school program is an effort to realize the vision of Indonesian education and realize an advanced Indonesia that is sovereign, independent, and personable through the creation of Pancasila Students. The driving school program focuses on developing holistic student learning outcomes that include competence (literacy and numeracy) and character, starting with superior human resources (principals and teachers). The mobilizing school program is a refinement of the previous school transformation program. The mobilizing school program will accelerate public/private schools in all school conditions to move 1-2 stages ahead. The program will be carried out gradually and integrated with the ecosystem until all schools in Indonesia become the Driving School Program (https://sekolah.penggerak.kemdikbud.go.id/).

The Ministry of Education and Culture developed this program as a form of education reform focusing on cultural transformation. School culture should not only focus on administrative approaches, but it should also be

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able to be oriented towards innovation and child-focused learning, with the hope that the graduates produced are following the Pancasila student profile. This Driving School program will later become a gateway to a curriculum oriented to student needs with the suitability of student character and the characteristics of the school environment in Indonesia (Sumarsih et al., 2022). The Driving School Program consists of five interrelated and inseparable interventions, namely:

1. Consultative and asymmetric assistance A partnership program between the Ministry of Education and Culture and local governments where the Ministry of Education and Culture provides assistance in the implementation of Mobilizer Schools.
2. Strengthening School Human ResourcesStrengthening School Principals, School Supervisors, Overseers, and Teachers through one to one intensive training and mentoring programs *with* expert trainers provided by the Ministry of Education and Culture.
3. Learning with a new paradigm Learning oriented towards strengthening competence and character development in accordance with Pancasila values, through learning activities inside and outside the classroom.
4. Data-driven planning School-based management planning based on School self-reflection, and
5. School Digitalization The use of various digital platforms aims to reduce complexity, increase efficiency, add inspiration, and a customized approach.

The existence of independent learning is very relevant according to the demands of 21st century education in line with the needs of students, because the essence of independent learning is to carry out education that is liberating and autonomous for both educators and schools to interpret basic competencies in the curriculum into educator assessments (Sherly et al., 2020). The basic concept of the learning curriculum implemented in the Driving School Program refers to the profile of SiswaPancasila in order to strengthen the competence and character of students as one of the main components in the implementation of learning. The Pancasila Student Profile is the embodiment of Indonesian students as lifelong learners who are skilled, capable and have character in accordance with the values of Pancasila, with six main characteristics, namely faith, fear of God Almighty, and noble character, global diversity, mutual assistance, independence, reasoning, critical and creative. The basic framework of the curriculum also outlines the principles that need to be a reference for teachers in designing learning and assessment. The basic framework of the curriculum consists of:

1. Curriculum Structure,
2. Learning Outcomes,
3. Principles of Learning and Assessment. (Kepmendikbud Number 162/M/2021)

As an effort to implement and develop policies to improve and distribute the distribution of education quality, the Ministry of Education and Culture (Kemendikbud) which initiated the Driving School Program seeks to encourage education units to carry out educational transformation to improve the quality of learning in schools and then scan other schools to make similar quality improvements, In general, the driving school program aims to encourage the process Transformation of education units in order to improve the achievement of student learning outcomes holistically both from the aspects of cognitive and non-cognitive competence (character) in order to realize the Pancasila Student Profile (Wiryatmo & Iriani, 2023).

Evaluation is generally carried out to collect information about a program, activity, or project. This information is usually helpful for decision-making. It further states that a program must be evaluated, from which it will be known about the sustainability and constraints of a program, and it is expected to obtain a recommendation from the program on whether it can continue or not. Evaluation is a systematic process of collecting, analyzing, and interpreting the information obtained.

The main objective of continuous learning improvement is to increase student achievement through teachers and school culture. Thus, the professional development of school principals through learning leadership assessment is closely related to teacher performance improvement programs and student achievement improvement programs, so it is a conceptual framework for quality assurance of education units. The principal's learning leadership is one of the six competencies of the principal, and the government has accommodated it with the enactment of Minister of National Education No. 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and Credit Scores. In Permendiknas number 28 of 2010 regarding the Assignment of Teachers as School Heads, article 12, paragraph 1 states that the performance assessment of

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school/madrasah principals is carried out periodically every year and cumulatively every 4 (four) years. On the one hand, the information on the annual assessment results is the basis for the development of the principal's performance improvement program.

On the other hand, information on the results of the quadrennial assessment is the basis for decision-making related to promoting the principal. However, the principal's learning leadership assessment needs to align with expectations, namely, not explaining the evidence of validity and reliability, which are the main criteria for quality measuring tools. Assessments that do not meet the requirements of validity and reliability provide inaccurate data and information that impacts inaccuracies in decision-making and coaching programs. The principal's coaching program has been mistargeted. Ineffective factors are targeted for coaching, but influential factors are not. Although the principal is given continuous coaching, the principal's professionalism has yet to experience significant development because the coaching program is less relevant to effective leadership behavior.

The focus of the Driving School Program (PSP) at the Senior High School level in Bulungan Regency consists of State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas, and State Senior High School 1 Peso, which is also the first batch of pilot projects in implementing the driving school policy which will start in 2021 in the Bulungan Regency area, so researchers are trying to conduct a comparative evaluation of the implementation of driving school activities in the three schools.

2. Methods

This study adopts a quantitative approach with a positivistic foundation, using comparative methods to explore concrete data in numbers. The population consists of teachers and students in three high schools in Bulungan Regency, with 81 teachers and 1032 students. The number of samples was determined using the Slovin formula, resulting in 294 samples, which were then allocated proportionally to each school using the proportional stratified random sampling method. Data were collected through questionnaires, and instrument tests were performed with validity using Pearson Product Moment and reliability using Cronbach Alpha. Data analysis using ANOVA, with prerequisite tests of normality and homogeneity. The hypothesis is tested with a p-value of < 0.05 on ANOVA, and if significant, a post hoc and HSD (Honestly Significant Difference) test is performed. Research ethics are considered, including the security and confidentiality of respondents' data and obtaining permission from the school. The study aimed to identify differences in learning leadership in the three high schools studied, making this methodology a comprehensive guide in this quantitative research.

3. Results And Discussion

Instrument testing in this study uses validity and reliability tests. The study results are valid if there are similarities between the data collected and the actual data that occurs in the object under study. A valid instrument means a measuring instrument with which valid data (measurements) are obtained. An instrument is considered valid if the result r is calculated compared to the r table with sig 5%. If r table < r is calculated, the instrument is declared valid. Validity testing using Pearson product-moment correlation.

The Cronbach alpha coefficient is used to measure the reliability of the instrument. Data is reliable if the value of the coefficient obtained is more significant than 0.7. Based on the results of data processing, the results of validity and reliability tests are obtained as follows:

Table 1. Validity and Reliability Test at State Senior High School 2 Tanjung Selor (n=77)

Details of Question	r-calculate	R-table	Information	Cronbach's Alpha	Information
P1	0.837	0.227	Valid		Reliable
P2	0.734	0.227	Valid		
P3	0.718	0.227	Valid		
P4	0.737	0.227	Valid		
P5	0.829	0.227	Valid	0.969	
P6	0.841	0.227	Valid		
P7	0.758	0.227	Valid		
P8	0.806	0.227	Valid		

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P9	0.671	0.227	Valid
P10	0.740	0.227	Valid
P11	0.673	0.227	Valid
P12	0.630	0.227	Valid
P13	0.815	0.227	Valid
P14	0.770	0.227	Valid
P15	0.814	0.227	Valid
P16	0.808	0.227	Valid
P17	0.767	0.227	Valid
P18	0.774	0.227	Valid
P19	0.591	0.227	Valid
P20	0.548	0.227	Valid
P21	0.762	0.227	Valid
P22	0.816	0.227	Valid
P23	0.818	0.227	Valid
P24	0.656	0.227	Valid
P25	0.792	0.227	Valid
P26	0.687	0.227	Valid
P27	0.876	0.227	Valid

Source: Data Processing Results, 2023

Based on the table above, the results of the validity test on each question item, obtained the result that all questions at State Senior High School 2 Tanjung Selor, have a calculated value > rtable r = 77 which is 0.227, it can be stated that the question items are valid. The result of the Cronbach alpha reliability coefficient, obtained at 0.969 (0.969>0.700), which means reliable, reliable as a research measuring tool.

Table 2. Test of Validity and Reliability at State Senior High School 1 Tanjung Palas (n=177)

Details of Question	r-calculate	R-table	Information	Cronbach's Alpha	Information
P1	0.858	0.148	Valid	0.963	Reliable
P2	0.851	0.148	Valid		
P3	0.682	0.148	Valid		
P4	0.717	0.148	Valid		
P5	0.738	0.148	Valid		
P6	0.823	0.148	Valid		
P7	0.467	0.148	Valid		
P8	0.737	0.148	Valid		
P9	0.699	0.148	Valid		
P10	0.732	0.148	Valid		
P11	0.888	0.148	Valid		
P12	0.655	0.148	Valid		
P13	0.815	0.148	Valid		
P14	0.852	0.148	Valid		
P15	0.592	0.148	Valid		
P16	0.684	0.148	Valid		
P17	0.736	0.148	Valid		
P18	0.841	0.148	Valid		
P19	0.488	0.148	Valid		
P20	0.839	0.148	Valid		
P21	0.839	0.148	Valid		
P22	0.655	0.148	Valid		
P23	0.832	0.148	Valid		
P24	0.501	0.148	Valid		
P25	0.382	0.148	Valid		
P26	0.465	0.148	Valid		
P27	0.824	0.148	Valid		

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Source: Data Processing Results, 2023

Based on the table above, the results of the validity test on each question item, it was obtained that all questions at State Senior High School 1 Tanjung Palas, had a calculated value > rtable r = 177 which is 0.148, it can be stated that the question items are valid. The result of *the Cronbach alpha* reliability coefficient, obtained at 0.963 (0.963>0.700), which means reliable, reliable as a research measuring tool.

Table 3. Validity and Reliability Test at State Senior High School 1 Peso (n=34)

Details of Question	r-calculate	R-table	Information	*Cronbach's Alpha*	Information
P1	0.831	0.339	Valid	0.944	Reliable
P2	0.560	0.339	Valid		
P3	0.658	0.339	Valid		
P4	0.770	0.339	Valid		
P5	0.768	0.339	Valid		
P6	0.521	0.339	Valid		
P7	0.467	0.339	Valid		
P8	0.591	0.339	Valid		
P9	0.442	0.339	Valid		
P10	0.653	0.339	Valid		
P11	0.774	0.339	Valid		
P12	0.552	0.339	Valid		
P13	0.596	0.339	Valid		
P14	0.635	0.339	Valid		
P15	0.713	0.339	Valid		
P16	0.727	0.339	Valid		
P17	0.594	0.339	Valid		
P18	0.778	0.339	Valid		
P19	0.657	0.339	Valid		
P20	0.732	0.339	Valid		
P21	0.541	0.339	Valid		
P22	0.674	0.339	Valid		
P23	0.768	0.339	Valid		
P24	0.703	0.339	Valid		
P25	0.624	0.339	Valid		
P26	0.452	0.339	Valid		
P27	0.574	0.339	Valid		

Source: Data Processing Results, 2023

Based on the table above and the validity test results on each question item, it was obtained that all questions at State Senior High School 1 Peso had a calculated value > table r = 34, which is 0.339; it can be stated that the question items are valid. The Cronbach alpha reliability coefficient was obtained at 0.944 (0.944>0.700), which is reliable as a research measuring tool.

Data analysis uses the one-way ANOVA test, a multivariate analysis technique that distinguishes the average of more than two data groups by comparing their variances. The one-way ANOVA test aims to determine whether there are significant differences in the principal's learning leadership in driving schools at State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas, and State Senior High School 1 Peso. Before hypothesis testing, the prerequisites are first tested with normality and homogeneity tests.

Normality testing uses the Kolmogorov-Smirnov test provided that the data are normally distributed if the significance>0.05 and the data are not normally distributed if the significance<0.05. Based on the results of data processing, the following results are obtained:

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Table 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Learning Leadership
N		294
Normal Parameters[a,b]	Mean	90.6429
	Std. Deviation	22.24066
Most Extreme Differences	Absolute	.051
	Positive	.042
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.062c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Data Processing Results, 2023

Based on the results of the normality test with the kolmogorov smirnov test, a significance result (*asymp. Sig. (2-tailed)*) of 0.062, a result of 0.062>0.05, it can be stated that the data is normally distributed.

Furthermore, the prerequisite test with the homogeneity test, the homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. The variance of homogeneity data is tested with a levene test, if the sig value is >0.05, it is assumed that the data has the same variance (homogeneous). Based on the results of data processing, the following results are obtained:

Table 5. Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Say.
3.357	2	291	.036

Source: Data Processing Results, 2023

Based on the results of the homogeneity test, with *the levene* test, a significance result of 0.036 (0.036<0.05) was obtained, it can be stated that the variance of learning leadership data in 3 schools at State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas and State Senior High School 1 Peso has the same data variance (homogeneous).

From the results of the two test prerequisites, it is obtained that the data are normally distributed and have homogeneous data variance, then the use of comparative tests of average differences between more than two sample groups can be done with parametric statistical tests with *one way anova*.

Table 6. *One Way Anova*

ANOVA					
	Sum of Squares	df	Mean Square	F	Say.
Between Groups	4114.438	2	2057.219	4.251	.015
Within Groups	140817.062	291	483.907		
Total	144931.500	293			

Source: Data Processing Results, 2023

Based on the results of the *one-way anova* test, a significance result (*pvalue*) of 0.015 was obtained, because the significance result (*pvalue*) was 0.015<0.05, it can be stated that there is a significant difference in learning leadership in 3 schools at State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas and State Senior High School 1 Peso, in other words that this hypothesis is accepted.

Next, *a post-hoc test* (tukey HSD) is carried out. Tukey HSD testing is a comparative test to determine whether the three averages differ significantly in the number of analysis variances.

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Table 7. Post Hoc Test

(I) Senior High School	(J) ADM	Mean Difference (I-J)	Std. Error	Sig.
State Senior High School 2 Tanjung Selor	State Senior High School 1 Tanjung Palas	7.41794*	2.92646	.032
	State Senior High School 1 Peso	10.83203*	4.47915	.043
State Senior High School 1 Tanjung Palas	State Senior High School 2 Tanjung Selor	-7.41794*	2.92646	.032
	State Senior High School 1 Peso	3.41409	4.11904	.685
State Senior High School 1 Peso	State Senior High School 2 Tanjung Selor	-10.83203*	4.47915	.043
	State Senior High School 1 Tanjung Palas	-3.41409	4.11904	.685

Source: Data Processing Results, 2023

Based on the results of further tests with *post hoc* shows that the significance results show a value of <0.05, meaning that there is a significant difference in learning leadership in high school.

Furthermore, to find out the overall difference in each group was analyzed using the HSD (*honestly Significant difference*) tukey test, which obtained the following results:

Tabel 8. SSD Test

Tukey HSDa,b			
		Subset for alpha = 0.05	
Senior High School	N	1	2
State Senior High School 1 Peso	34	85.5294	
State Senior High School 1 Tanjung Palas	177	88.9435	88.9435
State Senior High School 2 Tanjung Selor	83		96.3614

Source: Data Processing Results, 2023

Based on the HSD Tukey test results, the difference between each group can be seen from the *harmonic mean* value produced by each group in the subset column.

The test results showed that the learning leadership at State Senior High School 1 Peso with State Senior High School 1 Tanjung Palas showed no significant difference because it was in the same subset column but different from State Senior High School 2 Tanjung Selor.

Furthermore, the learning leadership of State Senior High School 1 Tanjung Palas with State Senior High School 2 Tanjung Selor showed no significant difference because it was in the same subset column but was different from State Senior High School 1 Peso.

4. Conclusion

The results showed significant differences in principals' learning leadership at State Senior High School 2 Tanjung Selor, State Senior High School 1 Tanjung Palas, and State Senior High School 1 Peso. This shows that the principals in each school have their ways or styles of leading their institutions in accordance with the independent curriculum, namely in the mobilizing school program. This driving school is a school whose learning is holistic and student-centered, emphasizing the characteristics of the Pancasila student profile, starting with human resources, namely solid and superior students and teachers.

Principal leadership is a science or ability to influence, motivate, mobilize, and direct various resources in the school to achieve the desired goals. Schools play a significant role in developing superior and quality human resources both cognitively and ethically in facing the challenges of the 21st century with such rapid technological developments. The abilities that must be mastered by students in the 21st century consist of the ability to think

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critically, think creatively, communication and collaboration accompanied by character intelligence so that in the end students who have a Pancasila student profile (Suryana & Iskandar, 2022). The headmaster has a central role in implementing independent learning in schools. The principal must be able to take responsibility for his workload. The workload of school principals who can support the implementation of the concept of independent learning in elementary schools is related to the main tasks of managerial, entrepreneurial development, and supervision of teachers and education staff. 1) The primary managerial duties are related to the management of the school; 2) entrepreneurship development is concerned with instilling entrepreneurship-related character in students; 3) Supervision relates to the activities of guiding, coaching, supervising, and evaluating teacher performance. Therefore, the principal must understand his workload deeply in order to be able to lead the school toward success in implementing the concept of independent learning in schools.

The principal, as the person in charge of the school and also the mobilizer, can give full attention to this problem to arouse the enthusiasm of the teachers to develop. School principals need to carry out their leadership role successfully in implementing the Independent Curriculum. They must continue to improve their skills and knowledge through various trainings and workshops. In addition, he also attended various seminars and trainings on the development of an independent curriculum, so that he could understand the roots of the curriculum (Fitria Desy Dwi Kisardi Putri & Kalstum, 2022). The steps taken by the principal in implementing the concept of independent learning in schools are 1) the principal implements policies that support the implementation of independent learning in schools; 2) encourage teachers to be open people so that they can carry out fun learning; 3) motivate students to have readiness and mood to learn so that they can think critically, be curious, and actively participate in learning; 4) actively involve parents and the community to monitor student learning outcomes and support collaboration between school, home, and community; 5) Collaborate with the Education Office to conduct training to improve teacher competence and prepare assistance in the implementation of Merdeka Belajar. The indicators of success of the principal's leadership in implementing independent learning in elementary schools are 1) student participation in equitable education; 2) effective learning; and 3) the absence of students left behind in the learning process.

Education in independent learning supports the realization of intelligence through various improvements and equity in the quality of education, expansion of access, and relevance in the application of technology to realize world-class education based on collaboration, communication, critical thinking, and creative skills. 3) the absence of students left behind in the learning process. In applying this concept of independent learning, if students are lagging in the learning process, the teacher must guide them to help optimize students' potential, and learning problems can be solved. If the three indicators above can be implemented properly, the principal's leadership has succeeded in implementing the concept of independent learning in schools (Suryana & Iskandar, 2022). The principal is at the centre of _Education for Sustainable Development_. They must have a thorough understanding of sustainable development, ESD, and sustainable schools, as well as their role in impacting the changes needed to develop sustainable schools. ESD has become a very important field for school leaders. Understanding ESD concepts and some of the approaches that support educational change is essential to understanding ESD programs well. ESD programs are expected to help students learn more about the world around them, and a thorough knowledge of ESD is essential. However, a principal's readiness to implement ESD goals depends on their knowledge of ESD. A lack of comprehensive understanding of ESD can make it difficult for leaders to engage fully in ESD activities. Many factors are caused by the ineffective understanding of the ESD concept, some of which are because the ESD concept is still relatively new, in this case the curriculum that is being carried out, namely the independent curriculum (Zainal Abidin et al., 2023)

The implementation of the independent curriculum in these three schools, as the Mover School has entered its second year. Schools have indeed begun to adapt to this new curriculum. The preparation of KOSP is carried out since they qualify as a Mover School and implement the curriculum. Similarly, the preparation of teaching modules and the implementation of assessments and projects to strengthen the profile of Pancasila students, although several obstacles must be faced. However, the impact obtained by these schools after implementing the independent curriculum has also been felt by the school, one of which is the increasing enthusiasm of students to participate in learning. The obstacles faced in implementing the independent curriculum in its application of the new curriculum certainly face several obstacles because it is a new thing they must undergo. The main obstacle

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faced at the beginning of the independent curriculum was the need for knowledge to implement it. This includes the preparation of teaching modules and the implementation of assessments. However, the school continues to try to minimize these obstacles by helping each other and working together. Primarily the principal, who continues to encourage and direct fellow teachers to adapt to the independent curriculum (Asrifan et al., 2023).

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