

THE EFFECTIVENESS OF SCHOOL PRINCIPAL MANAGEMENT IN COLLABORATING THE CURRICULUM AT SDIT AL-KHANSA

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Abstract. This research aims to provide an in-depth understanding of the extent to which the curriculum is implemented effectively and how school principals play a role in the curriculum integration process. Apart from that, this research will also reveal the challenges and obstacles faced by school management in achieving educational goals, with the hope that the results of this research can provide constructive recommendations for improvement and development in the future. This research uses a qualitative descriptive approach to evaluate the effectiveness of school principal management in integrating the curriculum at SDIT Al-Khansa. This research shows that the implementation of the Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa achieved significant progress with support from teachers, administration, and effective communication with parents. Although there are challenges such as parental involvement, regular evaluation and constructive feedback help overcome problems. The school principal is active in evaluation and observation, as well as ensuring that curriculum planning and implementation is carried out systematically. Collaboration between school principals and teachers, as well as routine coordination, strengthens curriculum implementation. Regular evaluation and feedback from all parties has proven to be crucial in improving the effectiveness of the curriculum and the quality of learning..

Keywords: management; principal; curriculum integration

I. INTRODUCTION

Education is one business government For print and prepare generation successor a nation that is qualified and capable empowered competitive. For Indonesia requires that all inhabitant his country For participate in government programs must study for a minimum of 9 years consisting of from six year at school basic and three year at school intermediate First. This is appropriate with Article 1 Paragraph (18) of Law no. 20 of 2003 concerning National Education System, which states : "Compulsory education is a mandatory minimum educational program followed by Indonesian citizens above not quite enough answer Government and Regional [1]Government ". Education plays role crucial in shape the future generation young. In context this, role head school to be very important, esp in manage curriculum at school. SDIT Al-Khansa, as one institution education, no exception from challenges and opportunities related management curriculum. In some year Lastly, it happened change and development in system education, incl curriculum, which requires head capable school managing, coordinating, and integrating curriculum with both at SDIT Al-Khansa. However, implementation curriculum no easy. Challenge like limitations source power, difference understanding, and obstacles technical often appear. In facing the challenge here, chief school need own skills strong managerial and leadership For ensure that curriculum can implemented in a way effective. Apart from that, collaboration between head schools, teachers and parties

related other become key in ensure effectiveness curriculum [2]. Management head school is heart from success school. With clear vision, chief school lead with the right strategy, planning with careful and organized with efficient. They also take care close relationship with all party related, sure security, and creating culture supportive school. In role they are very important here, chief school No only ensure smoothness operational school, but also guiding growth and development student as well as shape the future more education bright.

Apart from fulfilling hope society and parents student to quality education, effectiveness management head school in collaborate the curriculum will too impact directly to development academics and character student. Therefore that, evaluate to effectiveness management head school in manage The curriculum at SDIT Al-Khansa is very important. This matter No only For increase quality education at school the, but also for give strong foundation for future developments students and contributions they to society and state. In the middle dynamics modern education, SDIT Al-Khansa summarizes complex challenges in management curriculum. School This face duality curriculum, that is Integrated Islamic Curriculum and Independent Curriculum, which became focus attention. Integrated Islamic Curriculum reflect essence strong Islamic education, making religious values as the core of learning. On the other hand, the Merdeka Curriculum offers more approach inclusive and contextual, considering developments over time and needs modern society. Although both of them contribute to the formation character students,

challenges appear when must unite essence both of them in context learning. Difference in structure, approach teaching, as well in- between assessment second curriculum This give rise to complexity in its implementation. Misalignment in delivery material and evaluation can become obstacle in reach objective desired learning. Head school and staff teacher faced with a task that is not easy, that is ensure that second curriculum the No only walk in a way separately, but also mutually complement and support One each other inside reach results optimal learning for student [3]. Integrated Islamic Curriculum is representation from existing Islamic values and teachings foundation main education at SDIT Al-Khansa. With focus on teaching the Islamic religion holistic, curriculum This designed For form character student based on Islamic moral and ethical principles. On the other hand, the Merdeka Curriculum represents approach more education inclusive and contextual, which takes into account dynamics developments over time as well individual student needs. Curriculum This emphasizes development skills 21st century, like skills think critical, collaborative, and creative, which becomes important in face future challenges [4]. Although both of them own the advantages and uniqueness of each, the challenges that arise lies in effort For combine essence and method learning from second curriculum the in One environment cohesive and integrated learning. This matter requires careful strategy and awareness will need unique every curriculum, while still maintain suitability with vision and mission education school. With Thus, effective collaboration between Integrated Islamic Curriculum and Independent Curriculum key in reach objective comprehensive and relevant education for students at SDIT Al-Khansa.

Difference approach, method teaching, and systems evaluation between The Integrated Islamic Curriculum and the Independent Curriculum have potential For give rise to disorientation and incongruity in the learning process at SDIT Al-Khansa. Challenge the can influence effectiveness learning, achievement objective education, and development student in a way overall. Misalignment in use of two curricula This can result confusion for internal teachers compile material learning, applying method teaching, and evaluating progress student. Therefore that's very important for head school For capable integrate and collaborate second curriculum the in a way synergistic. Ability head school in managing the learning process with integrate principles and values from second curriculum This will become key For reach results optimal learning for students at SDIT Al-Khansa. Based on results observations made writer to implementation Integrated Islamic Curriculum and Independent Curriculum at SDIT Al-Khansa, revealed exists a number of challenges faced by schools in integrate second curriculum the in a way effective. One of results observation is exists misalignment between approach learning, methods teaching, and assessment implemented by teachers in every curriculum. This matter indicated potential happen disorientation in students consequence difference approach applied in learning. Apart from that, it can also be seen that some teachers tend to more focus on one curriculum, so ignore aspect important

from curriculum other. Observations also show that head school need increase coordination and supervision towards teachers for ensure that second curriculum can integrated in a way harmonious and giving impact positive for the learning process. With So, results observation emphasized importance role head school in manage collaboration between Integrated Islamic Curriculum and Independent Curriculum reach effectiveness optimal learning at SDIT Al-Khansa.

Difference approach, method teaching, as well evaluation between Integrated Islamic Curriculum and Independent Curriculum can create potential disorientation and incongruity in the learning process. The impact No only limited in effectiveness learning, but also can influence achievement objective education as well as development student in a way overall. Therefore that, becomes very important For evaluate how far is the head school capable collaborate second curriculum the in a way synergistic use reach results optimal learning for students at SDIT Al-Khansa. With so, effort For ensure effective integration between Integrated Islamic Curriculum and Independent Curriculum key in create environment supportive learning development holistic student as well as reach objective desired education. Research purposes This is For evaluate implementation curriculum at SDIT Al-Khansa, assess effectiveness management head school in collaborate curriculum, as well identify inhibiting and hindering factors effectiveness management head school at school the. Study This aim For give understanding deep about extent of the curriculum implemented in a way effective and how head school role in the integration process curriculum the. Additionally, research this will too reveal challenges and obstacles faced by management school in reach objective education, with hope results study This can give recommendation constructive For future improvements and development. Based on description above, author feel interested For do study with title " Effectiveness Management Head Schools in Collaborating Curriculum at SDIT Al-Khansa"

II. RESEARCH METHOD

Study This use approach descriptive qualitative For evaluate effectiveness management head school in integrate curriculum at SDIT Al-Khansa. Study qualitative aim For understand context social in a way deep, with emphasis on process and interaction than results quantitative just. As instrument main, researcher depend on observation, interviews, and documentation For collect data. Observation done For understand practice daily in management curriculum, interviews with head schools, teachers and staff administration give perspective deep about challenges and strategies, meanwhile documentation provide context addition through plan teaching and policy school.

Primary data source in study This covers head school, eye teachers lessons, and staff selected administration through purposive and snowball sampling techniques. A purposive sampling approach ensures that informant own knowledge relevant, while snowball sampling is possible researcher For expand amount informant in a way gradually For get more

data comprehensive. Primary data is collected direct from informants, while secondary data form document related give description addition about management curriculum. For ensure validity of data, research This apply technique defensibility, confirmability, transferability, and credibility. Data reduction, data presentation, and withdrawal conclusion is steps analysis carried out For organizing and summarizing data systematic. With approach This is expected study can give deep insight about effectiveness management head school in integrate curriculum, as well impact to achievement objective education at SDIT Al- Khansa.

III. RESULT AND DISCUSSION

Implementation Implementation Curriculum at SD IT Al-Khansa

Implementation the curriculum at SDIT Al-Khansa shows significant success blessing exists system organized administration with good and solid support from all over party related. Implementation process curriculum at school This No only supported by careful planning, but also by harmonious synergy between teachers, parents and students. Implemented curriculum designed in a way comprehensive and integrated with Good to in the learning process, incl planting important religious values for development student. System administration at SDIT Al-Khansa plays role crucial in ensure implementation effective and efficient curriculum. Management accurate documentation through system like Dapodik and collection Regular reports make it easier monitoring and evaluating the learning process. This is possible identification and repair sustainable, ensuring that curriculum implemented in accordance with plans and expected goals. With approach applied collaborative, where teachers, parents, and students Work The same in support implementation curriculum, as well support structured administration, SDIT Al-Khansa was successful create environment productive and supportive learning development student in a way comprehensive. Approach This No only increase effectiveness curriculum but also make sure achievement objective holistic education. Success implementation The curriculum at SDIT Al-Khansa is also driven by strong commitment from party management school in provide training and support professional for teachers. With exists ongoing training, teachers can adapt method appropriate teaching with development curriculum and needs student. Apart from that, there is system bait open back between teachers and management school ensure that every challenges faced can resolved in a way effective. Parental involvement in the evaluation and planning process the curriculum also strengthens synergy this, creates an atmosphere that supports the teaching and learning process and is helpful student reach potential best they.

Results of observations in the field show that atmosphere The classes at SDIT Al-Khansa are very supportive implementation curriculum. The teachers look on active and involved in the learning process, using various method appropriate teaching with need student. Existence structured teaching materials and use of varied learning media

join in support achieved objective curriculum. Apart from that, interaction positive between teachers and students reflect exists good relationships and support emotionally adequate. Based on results interview with parties related, found that the teachers at SDIT Al-Khansa feel supported in a way professional through training and guidance provided by management head school. Parents also reported that they feel involved in the educational process children they, provide necessary support at home and participate in activity school. The results of the interview were also revealing that Parental involvement is very important in support implementation curriculum, and effective communication between school and parents has help overcome various possible challenges arise. By overall, results interview confirm importance collaboration and support administrative in create environment successful study at SDIT Al-Khansa. Based on results studies document, visible that SDIT Al-Khansa has apply various implementation learning, procedures administrative support implementation curriculum. Documents such as RPP (Plan Implementation Learning), module learning, and notes evaluation show exists compliance to standard established curriculum. Use system Dapodik For student data recording and routine reports show integrated system with Good in monitor and evaluate implementation curriculum. Document study this is also revealing that school do it regularly evaluation to curriculum and outcomes learning, as well adapt based policies and strategies findings evaluation For ensure that curriculum still relevant and effective.

Study This in line with results study previous, like thesis entitled “ Management Implementation Fusion Cambridge Curriculum and National Curriculum at Alabidin Islamic Middle School, Surakarta, Academic Year 2021/2022” implemented by Ahmad Bayu Abdulloh (Abdulloh, 2020). the thesis show that management implementation effective curriculum need integration between ongoing planning, implementation and evaluation. Like as in SDIT Al-Khansa, success implementation The curriculum at Alabidin Islamic Middle School also depends on the existence of support strong administration and good collaboration between all parties involved in the educational process. So that known that implementation curriculum at SDIT Al-Khansa is carried out very effectively, bless exists system Organized administration and solid support from all over party related. System good administration, incl management documentation through system like Dapodik and routine reports play a role important in ensure curriculum implemented with efficient. This process supported by harmonious synergy between teachers, parents, and students, as well evaluation sustainable For adapt policies and strategies to remain relevant. By overall, implementation The Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa show significant progress in integration values education and religion. Observation, interviews and documentation show that school succeed apply curriculum with OK, covers activity learning that is varied and focuses on needs student. Support from various parties, including teachers and administration, as well effective communication

with parents, strengthening implementation curriculum. Challenge like parental involvement in learning at home can be resolved through evaluation periodic and give constructive feedback. By general, approach This support development academics and character student with emphasis on Islamic values, ensuring that education provided in accordance with objective expected curriculum. Based on results studies documents, observations and interviews at SDIT Al-Khansa, found that institution This show effective practice in implementation curriculum and approach learning. Planning maturity, implementation structured, and regular evaluation ensures that integration between Independent Curriculum and Integrated Islamic Curriculum done in a way holistic and efficient. Findings This in line with study previously emphasized importance collaboration and support administrative in management curriculum. Approach this, which involves method like discussion groups and projects based problem, has proven effective in increase motivation and skills social student. This result show that management sustainable curriculum and approach learning that focuses on development character student can produce positive and attainable results made example in practice effective education.

Effectiveness Management Head School in Collaborate Curriculum at SDIT Al-Khansa

Based on network results findings, known that effectiveness management head school in collaborate curriculum at SDIT Al-Khansa can be seen from a number of aspect main. Head school in a way consistent do evaluation teacher performance, ensuring that implementation curriculum in accordance with established standards and requirements student. Support active as well as clear directions from head school allows teachers to apply practice the best and innovative in teaching they. Approach This produce environment dynamic and responsive learning to change as well as growing needs. Good coordination between head school and staff administration also contributes to success implementation curriculum. Through regular meetings and KKG classes, head school ensure that Independent Curriculum and Integrated Islamic Curriculum managed with good and customized with need education. Documentation study show that management curriculum done with compliance to standards and ongoing evaluation. This proves that integration The curriculum at SDIT Al-Khansa is running in a way harmonious, supportive development academics and character student in a way comprehensive. Based on results observation author, known that management head The school at SDIT Al-Khansa was successful create supportive atmosphere implementation curriculum very well. Head school active involved in regular evaluation of teacher performance, providing give constructive and reassuring feedback that the learning process walk in accordance with standard curriculum and needs student. Good coordination between head school and staff administration through regular meetings and KKG classes ensure harmonious integration between Independent Curriculum and Integrated Islamic Curriculum. System structured administration, incl systematic monitoring and

reporting, possible rapid adjustment and evaluation sustainable, so support achievement objective education in a way comprehensively at SDIT Al-Khansa. The results of the interview were also revealing that coordination between head school and staff very good administration, with exists open communication and effective regular meetings. The staff administration disclose that head school in a way active involved in management document curriculum and monitoring implementation, as well ensure that all procedure administrative executed in accordance with established standards. Coordination This ensure that Independent Curriculum and Integrated Islamic Curriculum integrated with well, and evaluate as well as necessary adjustments done in a way periodically. This matter show that head school facilitate supportive and structured environment For implementation optimal curriculum at SDIT Al-Khansa.

Temporary that, based on results interview, it is known that head school at SDIT Al-Khansa plays role key in success implementation curriculum with give support active and clear direction. The teachers reported that head school regularly involved in discussion about practice teaching, giving give useful feedback, and encouragement innovation in method teaching. Support This No only help teachers in apply curriculum with effective but also create atmosphere positive and collaborative work. Apart from that, chief school ensure that all member staff get guidance required For face challenge in the learning process, which is the end increase quality education at school. Based on studies documents, effectiveness implementation The curriculum at SDIT Al-Khansa is very visible from system structured administration with Good. Document such as RPP (Plan Implementation Learning), module learning, and notes evaluation show that school comply standard established curriculum in a way consistent. Use system Dapodik For Student data recording and regular reporting contribute to effective monitoring and evaluation. System This facilitate adjustment curriculum in a way periodically based on results evaluate, confirm that curriculum still effective, relevant, and capable fulfil need education student with Good. This matter in line with research conducted by Topic Nugroho in thesis entitled “ Effectiveness Management Head Schools Under Improvement Curriculum in Education Quality” (Nugroho, 2019). Study the highlighting How management head school role important in increase effectiveness curriculum and quality education through implementation system structured administration and ongoing evaluation. Findings in studies This show that system good administration, like management document curriculum and use technology information, is factor key in ensure implementation effective and relevant curriculum with need education student. Study This support results studies documents at SDIT Al-Khansa, which shows that system integrated administration contribute significant to effectiveness implementation curriculum at school the.

By overall, effectiveness management head school at SDIT Al-Khansa Dalam integrate Independent Curriculum with Integrated Islamic Curriculum materialized through implementation approach inclusiveness and differentiation responsive teaching to need diverse students. Head school No

only involved active in evaluation and observation directly in class, but also make sure planning and implementation curriculum done in a way systematic and sustainable, as reflected in existing documentation. Effective collaboration between head schools and teachers, as well routine coordination, strengthening implementation harmonious curriculum. Approach proactive This increase quality learning with emphasized integration between values academics and character, so support development student in a way comprehensive. This result show that good management and involvement active in the curriculum process can produce environment more education productive and responsive to need student.

Inhibiting and Barrier Factors Effectiveness Management Head School in Integrate Curriculum at SDIT Al-Khansa

Based on results series study about factors obstacles and obstructions effectiveness management head school in integrate Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa, found that in a way general No there is obstacle disturbing significance implementation curriculum. Study This show that open and collaborative communication between teacher and head school play role crucial in overcome possible challenges appear. The informants disclose that approach proactive in solution problems and management good administration has help ensure smoothness implementation curriculum. In context these, factors like Effective coordination and systems structured administration with Good contribute to success integration curriculum. Although No There is obstacle annoyingly big implementation curriculum, results study identify necessity routine evaluation and collection bait come back from all party related as very important step. Evaluation periodically considered crucial For identify areas of need repair as well as ensure that the learning process still effective and appropriate with objective curriculum. Recommendation This emphasized importance do necessary adjustments For increase effectiveness management curriculum and ensure that integration Independent Curriculum and Integrated Islamic Curriculum can Keep going walk with success at SDIT Al-Khansa. With apply recommendation that, school can maintain and improve quality education as well as reach objective holistic and sustainable education. Interview results with informants disclose that although No There is obstacle great, important management good administration and effective coordination still become key success in integration curriculum. Informant emphasized that head school in a way active involved in evaluation teacher performance and delivery clear directions, which help teachers to overcome various possible challenges arise. Management structured administration, incl use system Dapodik, contributes to effective monitoring and adjustment curriculum in accordance need education.

Based on results observation, interviews, and studies document about factors obstacles and obstructions effectiveness management head school in integrate Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa, found that in a way general No there is obstacle disturbing significance implementation curriculum.

Observation show that open and collaborative communication between teacher and head The school is very supportive smoothness implementation curriculum. Intensive interaction between second split party possible identification and handling challenge in a way proactive, so prevent happen possible obstacles disrupt the learning process. Document study support findings This with show that No There is problem big in implementation curriculum, however necessity routine evaluation and collection bait come back from all party related. Document such as RPP (Plan Implementation Learning) and modules learning indicated that evaluation periodically considered important For identify areas of need repaired and confirmed that the learning process still effective. Recommendation This show that with apply evaluation and feedback come back in a way consistently, SDIT Al-Khansa can Keep going increase effectiveness management curriculum and ensure integration Independent Curriculum and Integrated Islamic Curriculum walk with success.

Study This in line with journal about " Effectiveness Leadership Head School in Implementation Hidayat 's "Free Curriculum " (2020). Journal the emphasized importance leadership head school in overcome various challenges that arise during implementation curriculum and how effective management as well as evaluation periodically contribute to success curriculum. Findings from study This support the results obtained at SDIT Al-Khansa, confirms that good communication and management structured administration is factor key in reach effectiveness integration curriculum. By overall, research This show that effectiveness management head school at SDIT Al-Khansa Dalam integrate The Independent Curriculum and Integrated Islamic Curriculum are very high, with No exists obstacle disturbing significance implementation curriculum. Communication open and collaborative between head schools and teachers as well management structured administration with Good has contribute to success integration curriculum. Although Thus, a challenge main problem faced is ensure consistent understanding and application from second curriculum throughout staff teacher, as well adjustment administration required For follow change policies and needs student. Evaluation periodic and collection bait come back from all party related become crucial For Keep going increase effectiveness implementation curriculum. Discussion from findings study This highlighting that success integration The Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa are strongly influenced by effectiveness communication and collaboration between teacher and head school. Good coordination between second party possible adjustment appropriate curriculum and management efficient administration. Although No found obstacle significant, importance evaluation periodic and bait come back from various party proven become factor crucial in increase effectiveness curriculum. Routine evaluation and regular discussions within group teacher work, as well involvement active head school in monitoring the learning process, reinforcing implementation curriculum and ensure that experience Study student remain optimal. This matter show

that management responsive and adaptive curriculum, together with mechanism bait constructive feedback, play role important in reach objective education and improve quality learning at SDIT Al-Khansa.

IV. CONCLUSIONS

By overall, research This show that implementation The Independent Curriculum and Integrated Islamic Curriculum at SDIT Al-Khansa have reach progress significant in integrate values education and religion. Based on observation, interviews, and documentation, implementation curriculum proven done with OK, with activity learning that is varied and oriented to needs student. Support from teachers, administration, as well effective communication with parents strengthen implementation curriculum the. Although There is challenge like parent involvement, evaluation periodic and bait come back constructive can overcome problem the. Practice This support development academics and character students, accordingly with objective curriculum. Effectiveness management head The school at SDIT Al-Khansa is also visible in integration curriculum through approach inclusiveness and differentiation teaching. Head school involved active in evaluation and observation class, as well ensure that planning and implementation curriculum done in a way systematic. Collaboration effective between head schools and teachers, as well routine coordination, strengthening implementation harmonious curriculum. Success integration The curriculum is strongly influenced by communication and collaboration between teacher and head school. Good coordination possible adjustment appropriate curriculum and management efficient administration. Evaluation periodic and bait come back from all party related proven crucial in increase effectiveness curriculum, shows that management responsive curriculum and mechanisms bait constructive feedback is key For reach objective education and improve quality learning at SDIT Al-Khansa.

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