

ABSTRACT

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THE ROLE OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPALS IN CHANGING TEACHERS' MINDSETS TOWARD THE IMPLEMENTATION OF THE MERDEKA CURRICULUM

(xv + 135 pages, 1 figures, 29 tables, 6 appendices)

This study aims to explore teachers' and principals' perceptions of the Merdeka Curriculum and to examine how transformational leadership practices of school principals support teachers in understanding and adapting to curriculum changes. Conducted through a qualitative case study approach at a Christian school undergoing Merdeka Curriculum implementation, the data were collected via in-depth interviews, participatory observations, and document analysis. The findings indicate that both teachers and the principal generally perceive the curriculum positively, especially its emphasis on flexibility, differentiated instruction, project-based learning, and descriptive assessment. However, challenges persist, including the need for a mindset shift, limited digital competence among teachers, and low student motivation. The principal's transformational leadership—evident through role modeling, inspirational motivation, individual consideration, and shared vision—plays a crucial role in facilitating teachers' adaptation process. The study concludes that transformational leadership is effective in navigating curriculum reform at the school level.

Keywords : Merdeka Curriculum, teacher perception, transformational leadership, transactional leadership, curriculum adaptation.

References : 40 (1985-2024)

ABSTRAK

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PERAN KEPEMIMPINAN TRANSFORMASIONAL KEPALA SEKOLAH DALAM PERUBAHAN POLA PIKIR GURU MENGHADAPI IMPLEMENTASI KURIKULUM MERDEKA

(xv + 135 halaman, 1 gambar, 29 tabel, 6 lampiran)

Penelitian ini bertujuan untuk memahami persepsi guru dan kepala sekolah serta mengkaji bagaimana peran kepemimpinan transformasional kepala sekolah membantu guru dalam memahami dan beradaptasi terhadap perubahan Kurikulum Merdeka. Penelitian dilakukan secara kualitatif dengan pendekatan studi kasus di sebuah sekolah Kristen yang sedang mengimplementasikan Kurikulum Merdeka. Data diperoleh melalui wawancara mendalam, observasi, dan studi dokumen. Hasil penelitian menunjukkan bahwa guru dan kepala sekolah secara umum memiliki persepsi positif terhadap fleksibilitas dan semangat pembaruan dalam Kurikulum Merdeka, khususnya dalam hal pembelajaran berdiferensiasi, proyek penguatan profil pelajar Pancasila, dan asesmen deskriptif. Namun demikian, mereka juga menghadapi tantangan terkait kesiapan pola pikir, keterbatasan kompetensi digital, dan kesenjangan motivasi siswa. Di sisi lain, peran kepemimpinan transformasional kepala sekolah terbukti menjadi faktor krusial dalam mendampingi proses adaptasi guru, melalui pemberian teladan, motivasi, perhatian personal, serta pembentukan visi kolektif. Penelitian ini menyimpulkan bahwa kepemimpinan transformasional menjadi pendekatan yang efektif dalam mengelola perubahan kurikulum di tingkat sekolah.

Kata Kunci : Kurikulum Merdeka, persepsi guru, kepemimpinan transformasional, kepemimpinan transaksional, adaptasi perubahan kurikulum.

Referensi : 40 (1985-2024)