

THE ROLE OF THE PRINCIPAL IN THE IMPLEMENTATION OF THE 2013 CURRICULUM IN SMA NEGERI 1 GIRIMULYO

PERAN KEPALA SEKOLAH DALAM IMPLEMENTASI KURIKULUM 2013 DI SMA NEGERI 1 GIRIMULYO

Muhammad Imam Al Muttaqin

Accounting Education Study Program Faculty of Economics Yogyakarta State University
muhammadmuttaqin95@gmail.com

Ani Widayati, S.Pd., M.Pd., Ed.D.

Lecturer Accounting Education Study Program Faculty of Economics Yogyakarta State University
ani_widayati@uny.ac.id

Abstract: The Role Of The Principal In The Implementation Of The 2013 Curriculum In SMA Negeri 1 Girimulyo. This research was conducted to find out and describe the role performed by the principal in the implementation of the 2013 curriculum at SMA Negeri 1 Girimulyo. This research is a descriptive research using a qualitative approach. The results of this study show that in general the principal has carried out his role in implementing the 2013 curriculum at SMAN 1 Girimulyo, which includes: 1) The role of a supervisor who always monitors the implementation of learning activities; 2) The role as an educator fosters and gathers the potential possessed by teachers or students; 3) The role as a motivator invites teachers to actively participate in training and conduct research and provide information about the competition to students; 4) The role as an administrator monitors and asks for a recap of the results of the activities carried out and conducts public curriculum tests before the implementation of learning activities; 5) The role of a leader always acts disciplined by providing examples to teachers and ready to be responsible in every decision making in schools; 6) Role as an innovator to naturalize the environment and complete facilities and infrastructure in schools; 7) Role as a manager manages and monitors all activities in the school so that it runs smoothly and regularly holds meetings both scheduled and incidental.

Keywords: Principal Role, Curriculum 2013

Abstrak: Peran Kepala Sekolah dalam Implementasi Kurikulum 2013 Di SMA Negeri 1 Girimulyo. Penelitian ini dilakukan untuk mengetahui dan mendeskripsikan peran yang dilakukan oleh kepala sekolah dalam implementasi kurikulum 2013 di SMA Negeri 1 Girimulyo. Penelitian ini merupakan penelitian deskriptif menggunakan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa secara umum kepala sekolah telah melaksanakan perannya dalam mengimplementasikan kurikulum 2013 di SMAN 1 Girimulyo, yang meliputi: 1) Peran sebagai supervisor yang selalu memantau pelaksanaan kegiatan pembelajaran; 2) Peran sebagai educator membina dan mennghimpun potensi yang dimiliki oleh para guru atau siswa; 3) Peran sebagai motivator mengajak guru untuk aktif mengikuti pelatihan dan melakukan penelitian serta memberikan informasi mengenai perlombaan kepada siswa; 4) Peran sebagai administrator memantau dan meminta rekap hasil kegiatan yang dilaksanakan serta melakukan uji public kurikulum sebelum pelaksanaan kegiatan pembelajaran; 5) Peran sebagai leader selalu bertindak disiplin dengan memberikan contoh kepada guru agar tepat waktu dan siap bertanggungjawab dalam setiap pengambilan keputusan di sekolah; 6) Peran sebagai innovator mengadakan naturalisasi lingkungan dan melengkapi sarana dan prasarana di sekolah; 7) Peran sebagai manager mengatur dan memantau seluruh kegiatan di sekolah agar berjalan dengan lancar serta secara rutin mengadakan rapat baik yang sudah terjadwal maupun insidental.

Kata kunci: Peran Kepala Sekolah, Kurikulum 2013

INTRODUCTION

Education is a process in which a person acquires knowledge and skills with a certain method. Education lasts a lifetime and aims to develop and improve one's talents and potential. Today it has become an interest and need in every country to continue to strive to improve the quality of education. So that it is expected to be able to print quality human resources and be able to follow various advances in the field of science and technology.

Efforts to improve the quality of education have been continuously carried out by the government, one of the efforts that have been made is developing a curriculum. Curriculum development needs to be done because there is no appropriate curriculum all the time, there needs to be development in order to keep up with the ever-changing times. Starting in 2013, the curriculum implemented in schools in Indonesia, namely the 2013 curriculum, has been designated as a new curriculum to replace the 2006 Education Unit Level Curriculum (KTSP).

According to Kuncoro (2013) there are four elements that are a form of change as well as differentiators between the 2013 curriculum and the previous curriculum. Of the four elements of change, the Principal is the party authorized and responsible for managing the school he leads. Principals with various roles are expected to be able to manage change gradually and planned with

various approaches and methods to encourage existing resources, especially teachers in their schools to be able to implement the 2013 curriculum properly.

According to Rusman in his book entitled Curriculum Management (2012:10), the role of school principals that must be possessed with regard to curriculum management in 2013 is related to the competence of principals in understanding schools as systems that must be led and managed properly. This ability to manage will later be used as a guide for ways of thinking, how to manage, and how to analyze schools in a manager's way. In addition, the principal must also be able to understand that he must be able to show efforts to increase school output (quality, productivity, efficiency, effectiveness, and innovation).

Based on the above, the role of the principal is very important in contributing to the progress of the institution. This is what causes researchers to be interested in conducting research on the Role of the Principal in the Implementation of the 2013 Curriculum at SMA Negeri 1 Girimulyo. The reason the researcher conducted the research at SMA Negeri 1 Girimulyo is because the school is a school located in a suburban area in Kulon Progo, in addition, the views of the community around the school environment have a negative stigma against students such as students from SMA Negeri 1 Girimulyo

skipping school and also fighting between schools.

In addition, due to the Corona Virus pandemic that has occurred since the beginning of 2020 which has resulted in almost all learning activities from Kindergarten to Higher Education being carried out online, the researchers are increasingly interested in conducting this research.

LITERATURE REVIEW

Principal comes from two words namely "Head" and "School". The word head can be interpreted as a chairman or leader in an organization or institution. While the word school is defined as an institution where it is a place to receive and give lessons. In short, the principal can be interpreted as the leader of a school or an institution where it is a place to receive and give lessons.

According to Mulyasa (2007:24) the principal is one of the components of education that plays the most role in improving the quality of education. The principal is the person in charge of the implementation of education, school administration, coaching other educational staff, utilization and maintenance of facilities and infrastructure as well as supervisor at the school he leads. When viewed from the teacher's requirements to become a principal, the principal can be said to be a career path from a teacher's functional position. If a

teacher has competence as a principal and has met certain requirements or tests, the teacher can obtain the position of principal. Thus the principal can be interpreted as one of the leaders or people who provide motivation, enthusiasm to improve abilities and determine the direction of school policies, so that teachers feel compelled to do work with sincerity and feel involved in an activity, so that school goals can be achieved. In addition Mulyasa stated that the principal has 7 main functions, namely: (1) as educator; (2) as manager; (3) as administrator; (4) as supervisor; (5) as leader; (6) as innovator; and (7) as motivator.

In the context of education, the principal is a key figure for the success of a school where the principal is the leader of the school institution who is most responsible for realizing the ideals of the institution (Soekanto, 2009). With his role, the principal can plan, organize, implement, and control the implementation of the curriculum.

The term curriculum was first used in the world of sports in ancient Greece which came from the words *curir* and *curere*. At that time the curriculum was defined as the distance a runner had to travel. People term it a place to race or a place to run from start to finish.

The 2013 curriculum was developed based on educational theory based on standard education (standard based education), and competency based

curriculum theory (competency based curriculum). Education based on standards stipulates the existence of national standards as the minimum quality of citizens which are broken down into content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards.

The focus of curriculum development in 2013, among others: reducing subjects; reducing subject matter, increasing study hours, strengthening the implementation of competency-based curriculum in learning, strengthening active student learning, from students being told to being students finding out from various learning sources; strengthening process and outcome assessments, and responding to social changes occurring at local, national, and global levels.

Basically, the concept of the new 2013 curriculum can actually be considered not to bring anything new. The concept of this new curriculum is considered to have appeared in the curriculum that was previously used. So it can be concluded that the orientation of curriculum development in 2013 is an increase and balance between attitude, skill, and knowledge competencies. Therefore, learning activities are directed at empowering all potential learners into the expected competencies.

Based on the formulation of the problem, research questions were developed and used as signs to obtain data. The research questions posed are as follows:

1. What is the school principal's role as educator in implementing the 2013 curriculum at SMAN 1 Girimulyo?
2. What is the role of the principal as a motivator in implementing the 2013 curriculum at SMAN 1 Girimulyo?
3. What is the role of the principal as a supervisor in implementing the 2013 curriculum at SMAN 1 Girimulyo?
4. What is the role of the principal as an administrator in implementing the 2013 curriculum at SMAN 1 Girimulyo?
5. What is the role of the principal as a leader in implementing the 2013 curriculum at SMAN 1 Girimulyo?
6. What is the role of the principal as an innovator in implementing the 2013 curriculum at SMAN 1 Girimulyo?
7. What is the role of the principal as a manager in implementing the 2013 curriculum at SMAN 1 Girimulyo?
8. Is there any training for teachers in implementing the 2013 curriculum?

RESEARCH METHOD

1. Research Type

This study is a qualitative approach. Sugiyono (2010: 15) states that qualitative research methods are research

methods used to examine the condition of natural objects and research results emphasize meaning rather than generalization. Researchers use this type of research because they want to describe a phenomenon according to the actual situation and present it in words using the scientific method.

This research is included in qualitative descriptive research. According to Arikunto (2007:234) states that descriptive research is research that aims to describe a variable, symptom or situation in accordance with the actual situation. In this study, the researcher intends to describe the role of the principal in implementing the 2013 curriculum at SMA N 1 Girimulyo.

2. Research Time and Place

This research was conducted at SMA N 1 Girimulyo. The timeframe of this research started from June 30 until July 1, 2021.

3. Research Subject

The subjects of this study included the principal, vice principal in the field of

curriculum, and 2 teachers who were randomly selected.

4. Data Collection Techniques

The technique used in data collection in this study are:

- a. Observation, the observation technique is used to see or observe changes in social phenomena and phenomena that grow and develop which can then be assessed. The researcher used passive participation observation data collection techniques where the researcher came to the place of research activities. This observation activity aims to collect accurate data and information about the role of the principal in implementing the 2013 curriculum at SMA N 1 Girimulyo.
- b. Interview, an interview is a conversation with a specific purpose. The conversation is carried out by two or more parties. Interviews can be viewed as a method of collecting data by means of one-sided questions and answers that are carried out systematically and based on the purpose of the investigation. The researcher conducted interviews with the Principal, Deputy Principal for Curriculum and teachers at SMA N 1 Girimulyo.

c. Documentation, The researcher conducted interviews with the Principal, Deputy Principal for Curriculum and teachers at SMA N 1 Girimulyo. Interviews were conducted using semi-structured interviews. To get more in-depth and intense data and information with informants. In this case the researchers collected data through school activities in curriculum development 2013, books, photos, Lesson Plans (RPP), as well as notes related to the role of the principal in implementing the 2013 curriculum at SMA N 1 Girimulyo.

5. Data Analysis Techniques

Researcher use data analysis model by Miles and Huberman. Data analysis in this study used the following steps:

a. Data Reduction

Data reduction is an activity to summarize, choose the main things, focus on the important things, look for themes and patterns (Sugiyono, 2009: 247). Researchers reduce data regarding the attitude of school principals in supporting the implementation of the 2013 curriculum.

b. Data Display

In this study, researcher present data on the support (responsiveness) and

demands (demandness) of the principal towards teachers and school elements. The data was obtained from observations, interviews with principals, vice principals of curriculum, and some teachers of SMA N 1 Girimulyo as well as documentation.

c. Drawing Conclusion and Verivication

The next step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions in qualitative research are new findings that have never existed before. These findings can be in the form of a description of an object that is not clear, so that it becomes clear after research, it can be causal, hypothetical or theoretical (Sugiyono, 2010: 253). In this study, the data about the support (responsiveness) and demands (demandness) of the principal against the teacher were written in the presentation of the data, then analyzed to obtain conclusions.

RESEARCH RESULTS AND

DISCUSSION

1. Results

SMA Negeri 1 Girimulyo is a public school which was pioneered and opened for the first time in the 1993/1994

school year with the aim of expanding the capacity for junior high school graduates and supporting the implementation of compulsory education programmed by the government. Based on the Decree of the Minister of Education and Culture number 0260/O/1994 SMA I Girimulyo has its status in State and the date of its determination is October 5, 1994 and this date is used as the basis for determining the anniversary/birthday of SMA N I Girimulyo. SMA Negeri 1 Girimulyo has a vision that says "The realization of intelligent, skilled, character, environmentally friendly students based on faith and piety."

For the condition of teachers at SMAN 1 Girimulyo, there are various teaching and educational staff in terms of gender, position, and level of education. There are 25 teachers and 241 students when this research happened. With various facilities and infrastuctured, such as laboratories, class rooms, sport field, praying room, and others, so that the education can be carried out.

As a leader of the school, the principal of SMA Negeri 1 Girimulyo have some task and responsibilities to:

- a. Organizing educational activities
- b. Determine and evaluate the division of labor for staff under it
- c. Provide coaching to staff and teachers

d. Provide recommendations and assessments of the achievements of the staff and teachers they lead

e. Make RAPBS

f. Responsible for unit financial arrears

g. Make regular accountability reports to the education coordinator through the HR and Curriculum fields

h. Manage BOS funds.

In relation to 2013 curriculum, the principal has fully carried out his duties and roles in implementing the 2013 curriculum.

No	Indicator	Implementation Results	
		Well	Not enough
1.	The principal can guide teachers to be able to research and choose which materials are good and in accordance with the development of children and the demands of community life.	✓	
2.	Guiding and supervising teachers in choosing good teaching methods, and implementing these methods according to the learning materials and the child's abilities.	✓	
3.	Organizing teacher council meetings on an occasional and periodic basis, specifically to discuss curriculum, teaching methods, and so on.	✓	
4.	Conduct regular class visits.	✓	
5.	Conducting mutual class visits between teachers	✓	
6.	Every new school year, teachers are required to compile a syllabus of the subjects to be taught, guided by the lesson plan or curriculum that applies at school.	✓	
7.	At the end of each school year, each teacher conducts an assessment of the methods and results, working by re-examining the things that have been taught according to the syllabus.	✓	
8.	At the end of each academic year, they conduct research with teachers regarding the situation and condition of the school in general and efforts to improve it.	✓	

2. Discussion

The following is a discussion based on the results of the research on the Role of the Principal in the Implementation of the 2013 Curriculum at SMAN 1 Girimulyo:

a. The Role of The Principal as a Supervisor.

Supervision is carried out by the principal with the aim of monitoring the implementation of educational programs carried out in schools as well as fostering and guiding teachers so that they can carry out their duties optimally.

Mr. Agus as the school principal said that in the midst of the pandemic that hit, teaching and learning activities turned into full online so that only ensured students learn, teachers make tools and provide learning. The follow-up is done by checking through the school's website, looking at the list of teachers who have teaching hours and requesting a report to the teacher and asking if there are any obstacles in carrying out learning activities.

The vice principal for curriculum also stated that the principal supervises learning activities indirectly. The principal asked the teacher if there were any obstacles in the learning carried out

especially online learning, and the principal actively participated in monitoring learning activities through the school's e-learning platform.

Likewise with the same opinion from Mrs. Endang and Mr. Heri as teacher representatives who argue that the effect of online teaching and learning activities is that the principal can monitor all teaching activities of teachers.

Supervision activities carried out online from the principal's side can be said to have no problems, the principal can supervise anywhere and anytime through e-learning as long as the network exists. From the teacher's point of view, in carrying out supervision tasks, sometimes the teacher is not ready with the material or materials to be examined, such as the syllabus and other learning tools.

b. The Role of The Principal as an Educator.

Teaching and learning activities are the core of the educational process and teachers are the main implementers and developers of the curriculum in schools. Principals who show high commitment and focus on curriculum development and teaching and learning activities will of course pay

attention to the level of competence possessed by teachers as well as will always try to facilitate and encourage teachers to continuously improve their competencies, such as training held by the Tekomdig center in making learning media, the principal requires the teacher to take part in the training. Thus teaching and learning activities can run effectively.

The principal is of the opinion that at SMAN 1 Girimulyo the teachers have a great sense of kinship and have the slogan "Explore Potential, Achieve Achievement". So that the principal together with the teacher can foster the slightest potential, besides that every good opinion from the teacher or from the school employees will be accepted, compiled, and will be decided together.

The principal must also be a pioneer for teachers to carry out an active, creative, effective and fun learning process. This will improve the quality of education. In other words, the key to the success of the learning process is determined by the leadership and policies taken by the principal.

Mrs. Tutik as the deputy principal of the curriculum field believes that the principal instructs

where in SMAN skills-based curriculum in addition to the main curriculum where this is realized from the results of the analysis of student needs. At SMAN 1 Girimulyo, not 100% of students continue their studies, but there are those who continue to work so there needs to be special training for students who will not continue their studies and that has been conveyed and informed to the teachers which will be implemented in their respective lessons.

Mrs. Endang also expressed her opinion that the principal helps the learning that is carried out in the middle by providing encouragement so that the teachers continue to do their best in providing interesting and easy-to-understand lessons for students.

The same thing was conveyed by Mr. Heri who is in charge of economics. Even though learning uses e-learning, school principals can participate in learning in it and know the learning process that is being carried out, and principals together with senior teachers guide young teachers in choosing interesting learning methods.

The implementation of learning activities carried out by e-

learning raises several obstacles, one of which is the lack of participation of students in participating in learning. When there are problems like this, the principal instructs to make home visits to find out the problems that students have but are followed by the applicable health protocol standards.

c. The Role of The Principal as a Motivator.

As a motivator, the principal must have the right strategy to motivate education staff in carrying out their duties and functions.

Mr. Agus as the school principal is of the opinion that at every meeting, whether official or not, be it teachers or students, any potential will be encouraged by the school. For teachers, there will be training to write papers or other training, and ask the teachers who have participated in these activities to help the principal in guiding other teachers. For students, every time there is a competition it will be delivered but the school cannot force students to participate. During this pandemic for competitions, the activities carried out were recorded and then sent, especially for karate, several times successfully qualifying for national competitions.

Mr. Heri expressed his opinion that the principal always directs and instructs the teachers to conduct research which research can be used for assessment in teacher promotion, besides that the principal also motivates teachers to take part in research which can be used as experience and can be applied in learning activities.

d. The Role of The Principal as an Administrator.

The principal as an education administrator is responsible for the smooth implementation of education and teaching in his school. Therefore, to be able to carry out their duties properly, and be able to carry out activities related to their functions as education administrators.

The principal is of the opinion that the administration should maximize the available manpower because the program already exists. Every month the principal monitors and asks for a recap of the results. In principle, with advances in technology, it makes it easier, so the principal only monitors and makes sure it goes well. Regarding the pandemic, the principal has relaxed or tolerated a little, especially because there is Work from Home / Work from Office.

The vice principal in the field of curriculum expressed his opinion that the principal asked whether the curriculum had been prepared and asked to conduct a public test of the curriculum. Furthermore, Ibu Tutik believes that all of this is based on the role of the principal along with the school committee, teachers and employees, as well as parents.

Mrs. Endang who is in charge of English subjects also thinks that the principal is very helpful, especially during the pandemic, often reminding teachers to fulfill their obligations in making teacher administration, teaching according to their main tasks, then evaluating after learning.

e. The Role of the Principal as a Leader.

When the researcher asked about the role of the principal as a leader, Mr. Agus argued that the principal was the main person in charge. Every time there is a task, activity, or report the principal must know. Furthermore, the principal explained that in making decisions there must be risks, the principal must be ready to take responsibility. The principal and the teacher are open to every activity carried out.

According to Mr. Heri, the principal as a leader is always firm.

This was conveyed in which the principal always reminded him not to be late for work, where entering work from 07.00 to 15.30 WIB must always be on time for both entry and exit. The principal also always monitors through e-learning, always provides input, what kind of assessment method, for what kind of assignment to deliver, if there is a problem with what kind of solution the child has, the principal is always disciplined about it.

f. The Role of The Principal as an Innovator.

The principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all school education personnel, and develop innovative learning models.

Regarding his role as an innovator, Mr. Agus believes that innovation is a common obstacle in all worlds of education. Mr. Agus as the head of the school together with the school committee carried out naturalization of the environment, such as reforesting the school environment and completing other facilities and infrastructure, this was

done so that teaching and learning activities became more comfortable. But further in his explanation, because of the pandemic this activity was slightly disrupted or not optimal. For learning activities because they are carried out online, teachers often give assignments to students so that there is less innovation in their learning activities. The principal also openly asks the teachers, whether there is a need needed to support learning, which will be pursued.

In the implementation of online learning activities, several obstacles occur, both from the teacher's side and from the students' side. For example, the obstacle for teachers is when assessing student assignments, in the e-learning system for task assessments that cannot be automatically detected, such as multiple-choice assignments, in this case the principal gives instructions for the assessment of the description to be carried out separately. For the obstacles experienced by students, namely online learning facilities, for example students have problems not having a smartphone/internet quota to participate in learning activities.

Mrs. Tutik as the deputy principal of the curriculum also agrees with the principal. Evaluation

of learning in the pandemic period, which is carried out remotely, has the problem of lack of mastery of the material, methods, and learning media used by teachers are less varied, causing boredom for students. Furthermore, principals encourage teachers to make learning less boring for students, principals ask teachers to be more creative and innovative. This problem is then analyzed by the principal together with the teacher, which then the results are used as a basis and applied to the future.

The problem of innovation, especially during the pandemic, is also an obstacle for Mrs. Endang. In his explanation, face-to-face learning can make teachers know the condition of students, can assess students' character directly and communicate effectively during teaching and learning activities. Meanwhile, during a pandemic, teachers cannot be separated from teaching because they need to think about quota issues for both teachers and students, cannot know the character of students directly, and teaching and learning activities are not on time and are often given assignments.

- g. The Role of The Principal as a Manager.

The principal as a manager has a decisive role in the management of school management, the success or failure of school goals can be influenced by how the principal carries out management functions. In order to carry out their roles and functions as managers, school principals must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs.

As stated by Mr. Agus. As a leader in the school, the principal regulates and monitors whether the activities carried out at the school run smoothly, whether there are obstacles in their implementation and if there are any joint solutions will be sought during meetings.

In the implementation of the meeting, Mrs. Tutik explained that from the field of curriculum itself, she said that the implementation of meetings that were scheduled and specifically related to the curriculum, although not directly from the principal, this semester there was a new curriculum, namely the

curriculum during a pandemic in which core competencies and basic competencies were simplified. .

In line with Mrs. Tutik's opinion, Mr. Heri explained that the principal on the usual day before the pandemic on Monday after the ceremony there was guidance from the principal, for now coordination is carried out via whatsapp group or zoom meeting but in general the principal always monitors.

- h. Training for Teachers in Implementing the 2013 Curriculum.

In implementing the curriculum in schools, it is necessary to have cooperation among all fields so that the implementation can run smoothly. The principal explained that training was carried out and held for teachers, but the implementation was carried out online due to the pandemic. Furthermore, Mr. Agus explained that there was training from the Tekomdig hall which requested the implementation of face-to-face training in schools and followed in accordance with the applicable health protocol.

CONCLUSIONS AND SUGGESTIONS

1. Conclusion

Based on the results of research and discussion, it can be concluded that

in general the principal has carried out his role in implementing the 2013 curriculum at SMAN 1 Girimulyo. The school principal has carried out his roles, namely:

a. Role as a Supervisor.

The principal always monitors the implementation of learning activities carried out by the teachers, either directly or indirectly.

b. Role as an Educator.

The principal helps and encourages teachers in making interesting and creative learning media. The principal also fosters and collects the potential possessed by teachers or students in accordance with the slogan of SMAN 1 Girimulyo, namely "Explore Potential, Achieve Achievement".

c. Role as Motivator.

The principal invites teachers to actively participate in training and conduct research and provide information about competitions to students.

d. Role as an Administrator.

The principal monitors and asks for a recap of the results of the activities carried out and conducts a public curriculum test before the implementation of learning activities.

e. Role as a Leader.

The principal always acts in a disciplined manner by setting an example for the teachers so that they are always on time at work and ready to be responsible for every decision-making at school.

f. Role as an Innovator.

In order to support comfortable learning activities for students and teachers, the principal conducts a naturalization of the environment and completes the facilities and infrastructure at the school.

g. Role as a Manager.

The principal organizes and monitors all activities in the school so that it runs smoothly. The principal also regularly holds meetings both scheduled and incidental in order to obtain information and can find solutions if there are obstacles.

In supporting the role of the principal above, the principal also conducts training for teachers to support the success of learning activities. However, in the implementation of learning and training activities, there are obstacles that are carried out online in the midst of a pandemic so that the delivery of existing material cannot be easily understood, especially for students.

2. Suggestions

Based on the conclusions above, there are several suggestions that researchers try to give and if they are useful, they are:

- a. To improve teacher professionalism, school principals should re-enhance their role, especially in providing input and suggestions as well as training for teachers.
- b. In the implementation of curriculum meetings, it should be done regularly to see the progress of student learning and also to see the development of teacher teaching, especially during the current pandemic.

REFERENCES

- Arifin, Zainal. (2011). Konsep dan Model Pengembangan Kurikulum, Bandung: Rosda Karya.
- Daryanto. (2011). Administrasi Pendidikan, Jakarta: Rineka Cipta
- Hamalik. Oemar, (2007). Manajemen Pengembangan Kurikulum, Bandung: PT. Remaja Rosda Karya.
- Kartono, Kartini. (2016). Pemimpin dan Kepemimpinan, Jakarta: PT Rajagrafindo Persada.
- Kurniasih, Imas., dan Sani, Berlin. (2014). Implementasi Kurikulum 2013 Konsep & Penerapan, Surabaya: Kata Pena
- Lazaruth, Soewadji. (1994). Kepala Sekolah dan Tanggung Jawabnya. Yogyakarta: Kanisius
- Moleong, J. Lexy. (2009). Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya
- Muhaimin. (2012). Manajemen Pendidikan. Jakarta: Kencana
- Mulyasa. E. (2009). Menjadi Kepala Sekolah Profesional. Bandung: PT Remaja Rosdakarya
- Mulyasa. E. (2015). Implementasi Kurikulum Tingkat Satuan Pendidikan kemandirian guru dan kepala sekolah Jakarta : PT Bumi Aksara
- Musfah, Jijen. (2015). Manajemen Pendidikan Teori, Kebijakan dan Praktik. Jakarta: Prenadamedia Group.
- Mustari, Muhamad. (2015). Manajemen Pendidikan, Jakarta: Rajawali Pers.
- Noor, Juliansyah. (2011). Metodologi Penelitian: Skripsi, Tesis, Desertasi dan Karya Ilmiah. Jakarta: Prenada Media Group
- Purwanto, Ngalim. (2010). Adminstrasi dan Supervisi Pendidikan. Bandung: Remaja Rosdakarya.
- Sanjaya, Wina. (2010). Kurikulum dan Pembelajaran. Jakarta: Kencana
- Sugiyono. (2011). Metode Penelitian Kuantitatif Kualitatif dan R&D, Bandung:Alfabeta
- Triwiyanto, Teguh. (2015). Manajemen kurikulum dan pembelajaran, Jakarta: PT Bumi Aksara.
- Undang-Undang no 20 Tahun 2003 tentang Sistem Pendidikan