

ACHIEVEMENT-ORIENTED BEHAVIORAL PRACTICES BY THE HEAD OF RAUDHATUL ATHFAL IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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Abstrak

Penelitian ini ditujukan untuk mendeskripsikan dan menganalisis praktik perilaku berorientasi pada prestasi oleh kepala RA Nurul Dziki terhadap guru dalam implementasi kurikulum merdeka. Secara teoritis, praktik perilaku berorientasi pada prestasi merupakan salah satu perwujudan dari praktik path goal leadership. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan jenis penelitian fenomenologi. Data dikumpulkan menggunakan wawancara, observasi dan dokumentasi. Kemudian data dianalisis menggunakan teknik analisis data model Miles dan Huberman yang terdiri dari tiga tahap, yaitu reduksi data, display data dan verifikasi. Hasil penelitian menunjukkan bahwa praktik perilaku berorientasi pada prestasi oleh kepala RA terhadap guru dalam implementasi kurikulum merdeka dan moderasi beragama di RA Nurul Dziki dilakukan melalui langkah-langkah berikut: (1) Mengidentifikasi masalah-masalah dalam implementasi kurikulum merdeka dan moderasi beragama; (2) Melakukan upaya perbaikan untuk mengatasi masalah dalam implementasi kurikulum merdeka dan moderasi beragama; (3) Memberi ruang pada guru untuk berkreasi dalam implementasi kurikulum merdeka dan moderasi beragama; dan (4) Memberikan kesempatan pada guru untuk meningkatkan kompetensinya dalam implementasi kurikulum merdeka dan moderasi beragama. Keempat langkah tersebut telah menjadikan guru RA Nurul Dziki mendapatkan prestasi dalam implementasi kurikulum merdeka dengan dijadikannya sebagai pusat benchmarking skala nasional oleh lembaga pendidikan anak usia dini lainnya dalam mengimplementasikan kurikulum merdeka.

Kata kunci: guru, kepemimpinan, kurikulum, merdeka

Abstract

This study aims to describe and analyze the practice of achievement-oriented behavior by the head of RA Nurul Dziki towards teachers in the implementation of the independent curriculum. Theoretically, the practice of achievement-oriented behavior is one manifestation of the practice of path-goal leadership. This research uses a qualitative research approach with a phenomenological research type. Data was collected using interviews, observation, and documentation. Then the data were analyzed using the data analysis technique of the Miles and Huberman models, which consisted of three stages: data reduction, data display, and verification. The results showed that the practice of achievement-oriented behavior by the head of RA towards teachers in the implementation of the independent curriculum and moderation of religion at RA Nurul Dziki was carried out through the following steps: (1) Identifying problems in the implementation of the independent curriculum and moderation of religion; (2) Make remedial efforts to overcome problems in implementing the independent curriculum and religious moderation; (3) Giving teachers space to be creative in implementing the independent curriculum and religious moderation; and (4) Providing opportunities for teachers to increase their competence in implementing the independent curriculum and religious moderation. These four steps have made teacher RA Nurul Dziki gain achievements in implementing the

independent curriculum by making it a national-scale benchmarking center for other early childhood education institutions in implementing the independent curriculum.

Key Words: *teacher, leadership, independent curriculum*

INTRODUCTION

A country's success in developing human resources is greatly influenced by the government's success in providing quality education services.¹ Various efforts have been made by the government to provide quality education services, one of which is changing the curriculum. One curriculum is replaced with another curriculum is not without reason. However, changing the curriculum is a sign that the government is making efforts to continuously improve the educational services it provides. For example, changing the curriculum from the 2013 curriculum to the independent curriculum.² The independent curriculum is seen as a curriculum that can be developed and implemented to correct various weaknesses in the 2013 curriculum, such as weaknesses in terms of achieving a graduate profile with Pancasila characteristics, weaknesses in terms of methodology which has not been able to abandon the teacher-centered learning model, and has not accommodated various skills that have a global perspective for students. The independent curriculum eventually became the curriculum that every educational unit had to choose from.³

In the 2022/2023 school year, the independent curriculum will slowly begin to be implemented from the early childhood education level to the senior high school level. At the early childhood education level, the independent curriculum is implemented by teachers to achieve the Standard Level of Achievement of Child Growth and Development contained in the Regulation of the Minister of Education and Culture Number 137 of 2014. To make it more operational, Learning Outcomes (CP) and Learning Objectives (TP) and Learning Objective Flow (ATP) based on the standard level of achievement of child growth and development. In addition, CP, TP, and ATP were formulated to realize the profile project of strengthening Pancasila students. Early childhood education institutions under the auspices of the Ministry of Religion of the Republic of Indonesia such as Raudhatul Athfal (RA), CP, TP, and ATP are formulated not only to realize the profile of Pancasila students but also the profile of Rahmatan Lil Alamin students. This is what distinguishes between the implementation of the independent curriculum in early childhood education institutions under the auspices of the Ministry of Education and Culture and early childhood education institutions under the auspices of the Ministry of Religion. Apart from these differences, one thing that must be considered is that changing the curriculum will result in changes to the lesson

¹ L.B.P. da Silva et al., "Human Resources Management 4.0: Literature Review and Trends," *Computers & Industrial Engineering* 168 (June 2022): 108111, <https://doi.org/10.1016/j.cie.2022.108111>.

² Yuni Pratikno, Eric Hermawan, and Antoni Ludfi Arifin, "Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What Not in Indonesian Education," *Jurnal Iqra': Kajian Ilmu Pendidikan* 7, no. 1 (August 29, 2022): 326–43, <https://doi.org/10.25217/ji.v7i1.1708>.

³ Fajrina Sulistyani, Rahmat Mulyono, and Rahmat Mulyono, "IMPLEMENTASI KURIKULUM MERDEKA (IKM) SEBAGAI SEBUAH PILIHAN BAGI SATUAN PENDIDIKAN: KAJIAN PUSTAKA," *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 8, no. 2 (December 26, 2022): 1999–2019, <https://doi.org/10.36989/didaktik.v8i2.506>.

plans prepared by the teacher.⁴ The style of learning planning produced by the teacher will be greatly influenced by the teacher's ability to develop an independent curriculum. However, unfortunately, not all teachers can develop and implement an independent curriculum because of the lack of best practices in implementing an independent curriculum.⁵

The Ministry of Religion in 2022 appoints one to two Raudhatul Athfal (RA) in every province in Indonesia to become a pilot project in implementing an independent curriculum. The aim is to obtain best practices in implementing the independent curriculum. One of the institutions appointed as a pilot project is RA Nurul Dzikri in Sleman district, Yogyakarta province. The RA was used as a pilot project because the leader is an independent curriculum instructor and has sufficient experience to develop and implement an independent curriculum.

It is not easy for RA Nurul Dzikri to implement the independent curriculum because in 2022 the Ministry of Religion has not yet created a guide for implementing the independent curriculum. Institutional leaders learn more about the implementation of the independent curriculum by holding discussions with independent curriculum developers at the Ministry of education and Culture. Then the results are discussed with the teachers and then applied. Ofcourse its application is not just applying. Through the path-goal leadership model, RA leader Nurul Dzikri developed and implemented an independent curriculum through four steps. First, practicing directive behavior towards teachers in implementing the independent curriculum. Second, practicing supportive behavior towards teachers in the implementation of the independent curriculum. Third, practicing achievement-oriented behavior towards teachers in the implementation of the independent curriculum. Fourth, practicing participatory behavior towards teachers in the implementation of the independent curriculum.⁶

In this research, the author will focus on the practice of achievement-oriented behavior by the head of RA Nurul Dzikri towards teachers in implementing the independent curriculum. This was done to find out what achievements were the pinnacle of RA Nurul Dzikri's success as a pilot project for implementing the independent curriculum. Thus, this research aims to find out and describe the practice of achievement-oriented behavior by the head of RA Nurul Dzikri towards teachers in implementing the independent curriculum.

RESEARCH METHODS

This study uses a qualitative research approach and a type of phenomenological research. This means that in this study the authors did not engineer the research area, so this research is descriptive and natural. The data in this study were collected by looking at the research subjects, namely the head of RA Nurul Dzikri, and the teachers at the

⁴ Yekti Ardianti and Nur Amalia, "Kurikulum Merdeka: Pemaknaan Merdeka Dalam Perencanaan Pembelajaran Di Sekolah Dasar," *Jurnal Penelitian Dan Pengembangan Pendidikan* 6, no. 3 (December 28, 2022): 399–407, <https://doi.org/10.23887/jppp.v6i3.55749>.

⁵ Evilia Rindayati, Cindi Arjihan Desita Putri, and Rian Damariswara, "Kesulitan Calon Pendidik Dalam Mengembangkan Perangkat Pembelajaran Pada Kurikulum Merdeka," *PTK: Jurnal Tindakan Kelas* 3, no. 1 (September 9, 2022): 18–27, <https://doi.org/10.53624/ptk.v3i1.104>.

⁶ Abdulrasheed Olowoselu, Mua'azam bin Mohamad, and Shorouk Mohamed Farag Mohamed Aboudahr, "Path-Goal Theory and the Application in Educational Management and Leadership," *Education Quarterly Reviews* 2, no. 2 (June 30, 2019), <https://doi.org/10.31014/aior.1993.02.02.77>.

RA. RA Nurul Dzikri as a research area is located at Jl. Apocat No. 9 RT 06/RW 64 Perum Jambusari Wedomartani Ngemplak, Sleman, Yogyakarta. RA Nurul Dzikri was used as a research location because RA is one of the early childhood education institutions appointed by the Ministry of Religion as a pilot project for implementing the independent curriculum.

This research collected data using interview, observation, and documentation techniques. Interviews were addressed to the head of RA Nurul Dzikri and teachers to obtain data related to the practice of achievement-oriented behavior by the head of RA towards teachers in the implementation of the independent curriculum. The interview was conducted using an open interview type so that the writer gave questions to the informants without instruments but these questions were given based on the outlines of the research.⁷ Then the observation was aimed at seeing directly the practice of achievement-oriented behavior by the head of RA towards teachers in implementing the independent curriculum. The results of the observations are then written in field notes. Meanwhile, documentation is aimed at obtaining data in the form of documents such as photos, meeting minutes, and others related to the practice of achievement-oriented behavior by the head of RA towards teachers in implementing the independent curriculum.

The data that has been collected is then tested for validity using data validity testing techniques in the form of triangulation of data sources. In this technique, the writer brings together data from three informants who describe the same data.⁸ After that, the data were analyzed using the data analysis technique of the Miles and Huberman models, which consisted of three stages: data reduction, data display, and verification.⁹

RESULTS AND DISCUSSION

Achievement-oriented leadership will make subordinates strive to achieve higher performance standards and subordinates are also more confident in their abilities to achieve challenging organizational goals. This confidence and ability is obtained because subordinates already have clear work procedures for completing their tasks as an implication of the leader's directive behavior. This self-confidence and ability will result in effective performance. It can also be said that effective performance is obtained from clear work procedures.¹⁰

Achievement-oriented leaders will try to improve performance, set standards, and ensure the achievement of these standards by subordinates. Improving the performance of subordinates is done by encouraging them to emphasize improvements in their work.¹¹ The results of other research reveal that leader behavior practices that are

⁷ Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D* (Bandung, Indonesia: Alfabeta, 2010).

⁸ Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung, Indonesia: Rosda, 2010).

⁹ Matthew B Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, Fourth Edition (California: Sage, 2018).

¹⁰ Robert J. House, "Path-Goal Theory of Leadership: Lessons, Legacy, and a Reformulated Theory," *The Leadership Quarterly* 7, no. 3 (September 1, 1996): 323–52, [https://doi.org/10.1016/S1048-9843\(96\)90024-7](https://doi.org/10.1016/S1048-9843(96)90024-7).

¹¹ Sikandar Hayyat Malik, Shamsa Aziz, and Hamid Hassan, "Leadership Behavior and Acceptance of Leaders by Subordinates: Application of Path Goal Theory in Telecom Sector," *International Journal*

oriented towards achieving achievement are carried out by (1) Encouraging subordinates to make continuous improvements; (2) Providing space for subordinates to be creative; and (3) the performance of subordinates and provide opportunities for subordinates to develop their competence.¹²

Based on the research results, it can be seen that the RA head's achievement-oriented behavioral practices towards teachers in the implementation of the independent curriculum at RA Nurul Dzikri are carried out through the following efforts:

Identifying problems in implementing the independent curriculum

The head of RA Nurul Dzikri revealed that the implementation of the independent curriculum at RA Nurul Dzikri was not without problems. Moreover, in its implementation at the beginning of the 2022/2023 academic year, the director general of Islamic education at the Indonesian Ministry of Religion has not yet issued guidelines for implementing the independent curriculum.

Head of RA Nurul Dzikri revealed that several identified problems emerged in the implementation of the independent curriculum. First, teachers have not been able to implement the spirit of the independent curriculum into learning activities. The reason is that the teacher has not been able to change the learning paradigm from the learning paradigm in the 2013 curriculum to the learning paradigm in the independent curriculum which focuses more on the role of the teacher as a learning facilitator who gives freedom to students to choose or determine their playing activities. In the 2013 curriculum, teachers determine play activities for their students. The cause of this problem is that teachers still understand curriculum changes only as changes in documents.

Second, teachers experience difficulties in compiling Learning Objectives (TP) and Learning Objective Flow (ATP). Teachers revealed that the cause of this problem was that they did not know the detailed description of Learning Achievements (CP) used to compile TP and ATP. The teacher revealed that the cause of these difficulties was that they had not yet mastered the correct use of operational verbs to formulate ATP based on the predetermined TP.

Third, difficulties in compiling the P5 and PPRA modules. The teacher revealed that the cause of this problem was because at the beginning of the 2022/2023 school year, the Director General of Higher Education had not issued guidelines for preparing P5 and PPRA modules. The teacher explained that if the teaching module was for extracurricular activities they could arrange it well because the components were not too different from the Daily Learning Implementation Plan in the 2013 curriculum, but this did not apply to the preparation of P5 and PPRA modules as a form of planning in implementing co-curricular activities.

Fourth, teachers experience difficulties in determining the value of religious moderation in the P5 and PPRA modules. This happens because teachers have difficulty

of Trade, Economics and Finance 5, no. 2 (2014): 170–75, <https://doi.org/10.7763/IJTEF.2014.V5.364>.

¹² Liyan Chen and Maria Socorro C. L. Fernando, “Path-Goal Theory-Based Leadership Development Deployment Guidelines for the Middle Managers of an International University in China,” *ABAC ODI Journal Vision. Action. Outcome* 10, no. 1 (2022): 65–88.

finding the relevance between the values of religious moderation and the Learning Objectives (TP) and Learning Objective Flow (ATP).

Make improvement efforts to overcome problems in the implementation of the independent curriculum

The problems found in the implementation of the independent curriculum are not ignored. These problems must be resolved through continuous improvement efforts. Moreover, RA head Nurul Dzikri realized that in implementing the independent curriculum there was a trial-and-error process

Head of RA Nurul Dzikri revealed that the problem of teachers not being able to organize PAUD learning activities with the spirit of an independent curriculum was an initial problem encountered in the implementation of an independent curriculum. To overcome this problem the head of RA checks the teaching modules prepared by the teacher, especially in the learning scenario section. During this check, the head of RA Nurul Dzikri ensured that the methods and media set by the teacher were written down for use in learning scenarios. If the selected method and media are already in the learning scenario written by the teacher, the teacher can use the teaching module to organize learning activities. the head of RA Nurul Dzikri revealed that teachers must use various methods and media which, if applied or used, will bring out the spirit of independent learning, for example, the experimental method, recitation method, inquiry method, simulation method, scientific method, and loose parts media. The application of these methods can direct children to be active in learning because in this method a learner-centered learning approach is used or what is known as student center learning abbreviated as SCL. The results of other studies show that SCL measurement can have implications for creating active children in learning so that they get various learning experiences according to their talents and interests. This makes children have good learning achievements and can develop their competencies optimally.¹³

The teacher reveals that efforts to use the experimental method, recitation method, inquiry method, simulation method, scientific method, and loose parts media can be used to overcome the above problems. They are starting to be able to organize learning activities in which there is a spirit of independent learning. The teacher has an understanding that basically in the implementation of the independent learning curriculum and the moderation of religious spirit that must be raised is the teacher's effort as a learning facilitator in directing children to be able to study independently according to their talents and interests and according to individual differences that exist in them. It can be said that effective learning is learning that can accommodate individual differences and the diversity of talents and interests of children.¹⁴

Efforts to organize learning activities that accommodate individual differences in the concept of an independent curriculum are called differentiated learning. This term reminds all teachers that classroom conditions are not homogeneous, but heterogeneous,

¹³ Kyle Dunbar and Aman Yadav, "Shifting to Student-Centered Learning: Influences of Teaching a Summer Service Learning Program," *Teaching and Teacher Education* 110 (February 2022): 103578, <https://doi.org/10.1016/j.tate.2021.103578>.

¹⁴ Christopher L. Zerr et al., "Learning Efficiency: Identifying Individual Differences in Learning Rate and Retention in Healthy Adults," *Psychological Science* 29, no. 9 (September 2018): 1436–50, <https://doi.org/10.1177/0956797618772540>.

so teachers need to use various methods and varied media to accommodate heterogeneous classroom conditions.¹⁵

Then related to the problem of difficulties in compiling Learning Objectives (TP) and Learning Objective Flow (ATP), the head of RA Nurul Dzikri revealed that the problem was solved him by conducting discussion activities. The teachers were invited to the discussion by the head of RA Nurul Dzikri. He asked the teachers to point out things that they found difficult in compiling Learning Objectives (TP) and Learning Objective Flow (ATP) and then he gave an example of how to prepare Learning Objectives (TP) and Learning Objective Flow (ATP) to teachers. Giving examples is done repeatedly so that teachers can understand how to develop Learning Objectives (TP) and Learning Objective Flow (ATP).¹⁶

Meanwhile, related to the difficulty for teachers in compiling P5 and PPRA modules, the head of RA, Nurul Dzikri, revealed that he resolved this problem by giving examples of making P5 and PPRA modules directly to the teachers. In this activity the head of RA Nurul Dzikri showed examples of the P5 and PPRA modules he had made, explained to the teacher the various components in the P5 and PPRA modules, showed the teacher the P5 and PPRA module formats, and explained how to fill in the P5 and PPRA module formats. When filling in the format, the head of RA Nurul Dzikri guides if the teacher has difficulty filling it out.

As for the problem of having difficulty determining the value of religious moderation in the P5 and PPRA modules, the teacher explained that the problem was solved by the head of RA Nurul Dzikri by asking them to simply choose one religious moderation value when compiling and implementing the P5 and PPRA modules. For example, for the P5 and PPRA modules with the theme "My Imagination and Creativity" with the sub-theme "Modern Communication Equipment Radio", the head of RA gave instructions to teachers to choose one value of religious moderation. Then the teacher also chose Dynamic and Innovative values (Thathawwur wa Ibtikaar). For example again on the theme "I Love Indonesia", the teacher chooses only one moderation value, namely citizenship and nationality (muwatanah). Head of RA Nurul Dzikri explained that selecting only one moderation value of religion in the P5 and PPRA modules could make it easier for teachers both in choosing the moderation value to be included in the module and in realizing the value of religious moderation in the implementation of P5 and PPRA.

Teachers expressed that they would understand something more quickly if they could learn directly practically. This was realized by the head of RA Nurul Dzikri so that the head of RA Nurul Dzikri more often assisted teachers in overcoming difficulties when implementing the independent curriculum by conducting activity simulations that could be used to solve problems.

¹⁵ Bethany C. Bray and John J. Dziak, "Commentary on Latent Class, Latent Profile, and Latent Transition Analysis for Characterizing Individual Differences in Learning," *Learning and Individual Differences* 66 (August 2018): 105–10, <https://doi.org/10.1016/j.lindif.2018.06.001>.

¹⁶ Mohammed K. Khalil and Ihsan A. Elkhider, "Applying Learning Theories and Instructional Design Models for Effective Instruction," *Advances in Physiology Education* 40, no. 2 (June 2016): 147–56, <https://doi.org/10.1152/advan.00138.2015>.

Giving teachers space to be creative in implementing the independent curriculum

Based on the results of interviews with teachers, it can be seen that some examples of creativity in implementing the independent curriculum include: (1) Making learning videos as a medium to spark children's curiosity in learning; (2) Making learning videos to simulate an activity that will be imitated by children when they learn; (3) Utilization of used household goods as materials for making educational game tools so that educational game tools are created from used materials; (4) Utilization of natural materials as learning media and making educational game tools; (5) Modifying traditional games to make them more attractive to children; (6) The use of loose parts as learning media; (7) Implementation of early literacy activities through play and arts activities.

The teacher revealed that the main difference between learning in the 2013 curriculum and the independent curriculum was that if in the 2013 curriculum teachers were required to be creative in making educational game tools then children imitated the teacher's creativity through play activities, then in the independent curriculum teachers were required to bring out and develop creativity in students through play activities. This makes teachers conduct experiments first to be creative both in terms of making educational game tools and learning media as well as in terms of modifications to traditional games. Based on the results of the experiment, the teacher then designs learning activities that can enable children to also experiment in playing activities with various experimental options. This means that if in the 2013 curriculum children only carry out one play experiment according to the form of experiment chosen by the teacher, then in the independent curriculum children are given the opportunity and facilities to be able to carry out various play experiments according to their talents and interests.

For example, when children play with the theme "forest", in the 2013 curriculum children only do one play activity, namely playing guessing pictures of trees in the forest, where the game has been designed by the teacher. So in the independent curriculum the teacher prepares various play materials or tools related to the "forest" theme and then gives children the freedom to choose their play activities by using various materials or tools according to their talents and interests so that in learning there will be various kinds of play activities.

Based on the results of interviews with teachers, it can be seen that the head of RA Nurul Dzikri as a leader helps teachers to realize their creativity by positioning themselves and the teachers as learning citizens, where the head of RA Nurul Dzikri and the teachers often hold discussions. At the discussion, the head of RA Nurul Dzikri became a listener for every teacher. The teachers shared the various obstacles in implementing the independent curriculum and then he and the teachers jointly formulated alternative solutions. From the resulting alternative solutions, ideas from teachers can emerge and develop and then be applied to overcome a problem in the implementation of learning activities. Creative ideas from teachers are basically one of the most valuable assets owned by an educational institution.¹⁷ Creative ideas also function as a marker of the teacher's level of concern for the educational institution

¹⁷ Anealka Aziz Hussin, "Education 4.0 Made Simple: Ideas For Teaching," *International Journal of Education and Literacy Studies* 6, no. 3 (July 31, 2018): 92, <https://doi.org/10.7575/aiac.ijels.v.6n.3p.92>.

where they work. It can be said that the more creative ideas there are, the higher the teachers' concern for their educational institutions. The results of other research show that the creativity produced by teachers in organizing learning activities will make children also creative in learning.¹⁸

The teacher also revealed that to ensure that the teacher's ideas can be actualized, the head of RA Nurul Dzikri provides an adequate budget to procure various materials, tools and learning resources that can be used by teachers in organizing creative and even innovative learning activities.

Providing opportunities for teachers to improve their competence in implementing the independent curriculum

The final step in the development of the independent curriculum is mentoring, evaluation and professional development. In the context of leadership, providing opportunities for teachers to improve their competence in implementing the independent curriculum is an effort made to develop the teaching profession. The development of the teaching profession is very important to do when the leaders of educational institutions want success in implementing a curriculum.¹⁹ This is because no matter how good the curriculum is, it will not be meaningful if the teachers cannot implement it properly.²⁰

Based on the results of interviews with the head of RA Nurul Dzikri, it can be seen that the efforts made to improve teacher competency include: (1) Sending teachers to take part in training related to the implementation of the independent curriculum; (2) Including teachers in the WA group for independent curriculum classes so that they can share with other teachers from other institutions who are also implementing the independent curriculum; (3) Head of RA Nurul Dzikri always disseminates knowledge related to learning design in accordance with the principles of the independent curriculum. Usually the dissemination of knowledge is carried out every time the head of RA Nurul Dzikri finishes participating in training activities on implementing the independent curriculum at the national level organized by the Ministry of Education and Culture.

RA Head Nurul Dzikri revealed that he did not invite teachers to benchmark other institutions in implementing the independent curriculum because they themselves were the pilot project for implementing the independent curriculum for RA in Indonesia, especially in Yogyakarta province. RA Nurul Dzikri's success in implementing the independent curriculum has made them the benchmarking center for other RA's in Yogyakarta and other RAs in Indonesia.

When there is benchmarking from other PAUD institutions, the head of RA Nurul Dzikri collaborates with teachers to provide examples or simulations of implementing learning that are in accordance with the principles or characteristics of the independent

¹⁸ Rosemary S. Russ, "Characterizing Teacher Attention to Student Thinking: A Role for Epistemological Messages: TEACHER ATTENTION TO STUDENT THINKING," *Journal of Research in Science Teaching* 55, no. 1 (January 2018): 94–120, <https://doi.org/10.1002/tea.21414>.

¹⁹ Thomas J. Baird and Linda E. Clark, "The 'Look-Ahead' Professional Development Model: A Professional Development Model for Implementing New Curriculum with a Focus on Instructional Strategies," *Professional Development in Education* 44, no. 3 (May 27, 2018): 326–41, <https://doi.org/10.1080/19415257.2017.1308424>.

²⁰ Christina Weiland et al., "Preschool Curricula and Professional Development Features for Getting to High-Quality Implementation at Scale: A Comparative Review Across Five Trials," *AERA Open* 4, no. 1 (February 2018): 233285841875773, <https://doi.org/10.1177/2332858418757735>.

curriculum as well as providing examples or simulations in the implementation of P5 and PPRA to internalize the values of religious moderation for children early age. So that this can be done well by the teachers, the head of RA Nurul Dziki asked the teachers to provide examples of implementing the independent curriculum as best as possible and as naturally as possible, without being engineered.



Figure 1. benchmarking participants at RA Nurul Dziki

Head of RA Nurul Dziki asked the teachers to teach as usual when their performance was seen by other teachers. Benchmarking guests are welcome to make observations in class to see the performance of the teachers, then proceed with questioning and answering with the teacher after the learning activities are over. Here the head of RA Nurul Dziki and the teachers answer questions from guests and respond to any comments or responses from guests. The Head of RA Nurul Dziki revealed that visits from outside to carry out benchmarking at RA Nurul Dziki indirectly could not only increase the positive image of RA Nurul Dziki but also made teacher competence increase both in terms of pedagogic, professional, social, and also personal competence.



Figure 2. Discussion activities during benchmarking activities at RA Nurul Dziki

Teachers also revealed that their success in being a pilot project in implementing the independent curriculum was marked by their institution being used as a benchmarking partner for other institutions, especially RA, both in Yogyakarta and those from outside the province. Another indicator is the increasing number of institutions that use teachers at RA Nurul Dziki as discussion partners in implementing the independent curriculum in Sleman district. According to the teacher, this has indirectly increased his competence in implementing the independent curriculum and religious moderation.

The following is data from various institutions and members of professional organizations and other educational institutions that have benchmarked the implementation of the independent curriculum at RA Nurul Dziki in the 2022/2023 academic year:

Table 1. Daftar Lembaga/Organisasi yang Telah Melakukan Benchmarking Kurikulum Merdeka di RA Nurul Dziki

No	Name of Professional Institution/Organization	Time
1.	Indonesian RA Warrior Community originating from RA teachers in: a. RA IPHI Samigaluh Bangunrejo Purwoharjo Samigaluh Kulon Progo b. RA as-Sakinah Jakarta Timur c. RA al-Riqah 1 Jakarta Timur d. RA Al Husna Pakualaman Yogyakarta e. RA Ibnu Abbas XII Girimulyo Kulon Progo f. RA Nurhasanah Cileungsi kabupaten Bogor g. RA Masyithoh Karanganyar, Bantul, Yogyakarta h. RA. Qurrotu 'Aini Jakarta Timur i. RA Baiturrahman Rembiga, Mataram - NTB j. RA Miftahul Ulum Sumurkidang Bantarbolang Pemalang Jawa Tengah k. RA Asy syuhada Kemayoran Jakarta Pusat l. RA Azzahra Klapanunggal Kab. Bogor m. RA Latahzan Cilengsi kab. Bogor n. RA Al Marwah Mojosongo, Jebres, Surakarta o. RA Perwanida Banjarsari Surakarta p. RA Assyakira Krembung Sidoarjo Jawa Timur q. RA Assyuhada 1 Jakarta Timur r. RA Al Muta'allimin Semarang s. RA Husnul khatimah 02 Semarang t. RA Insan Cemerlang, Maospati, Magetan, Jatim u. RA Husnul Khotimah 01 Tembalang Semarang v. RA Insan Mulai Yogyakarta	June, 18 2023
2.	Pengurus Kelompok Kerja Guru (KKG) RA al-Ashr Distrik Wonogiri Jawa Tengah	March, 2 2023
3.	Pengurus Daerah (PD) Ikatan Guru Raudhatul Athfal	February, 2

	(IGRA) Kabupaten Sukoharjo Jawa Tengah	2023
4.	Pengurus Ikatan Guru Raudhatul Athfal Sumatera Utara	December, 2 2022
5.	Pengurus Ikatan Guru Raudhatul Athfal Propinsi Bali	December, 1 2022
6.	Pengurus Daerah (PD) Ikatan Guru Raudhatul Athfal (IGRA) Kabupaten Buleleng Propinsi Bali	November, 7 2022
7.	Sekolah Tinggi YPBWI Surabaya	Februari, 22 2022

CONCLUSION

Based on the research results, it can be concluded that the practice of achievement-oriented behavior by the head of RA towards teachers in the implementation of the freedom and religious moderation curriculum at RA Nurul Dziki is carried out through the following steps: (1) Identifying problems in the implementation of the freedom and religion moderation curriculum; (2) Make remedial efforts to overcome problems in implementing the independent curriculum and religious moderation; (3) Giving teachers space to be creative in implementing the independent curriculum and religious moderation; and (4) Providing opportunities for teachers to increase their competence in implementing the independent curriculum and religious moderation. These four steps have made teacher RA Nurul Dziki achieve achievements in implementing the independent curriculum by being made a national scale benchmarking center by other Islamic PAUD institutions in implementing the independent curriculum. The author advises the head of RA Nurul Dziki to provide assistance both directly and online to every Islamic PAUD institution that has carried out benchmarking in implementing the independent curriculum in their respective institutions.

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