



The role of the principal in implementing the *Kurikulum Merdeka* at the driving school SDN 004 Sungai Piring, Batang Tuaka district, Indragiri Hilir regency

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Article info	Abstract
Keywords: role of school principal, driving school	The school principal plays a strategic role in determining the direction and success of a school. This study explores the principal's role in implementing the Independent Curriculum (<i>Kurikulum Merdeka</i>) at SDN 004 Sungai Piring, Batang Tuaka District, Indragiri Hilir Regency. A qualitative descriptive research method was used, with data collected through observations, interviews, and documentation. The research subjects included the principal, class teachers, staff, and administrative personnel. Data validity was ensured using the triangulation method, and data analysis was conducted through data reduction, data presentation, and conclusion drawing/verification. The findings indicate that the school principal's leadership is crucial in effectively implementing the <i>Kurikulum Merdeka</i> . The principal is key in facilitating curriculum adoption, guiding teachers, and fostering an environment that supports independent learning. Additionally, strong leadership ensures that teachers and staff understand and apply the curriculum effectively, improving overall school performance. The study concludes that the principal's role extends beyond administrative duties, encompassing mentorship, supervision, and policy enforcement, all of which significantly contribute to the success of the <i>Kurikulum Merdeka</i> .

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1. Introduction

Education is one of the main pillars of a nation's development. To achieve quality education, a country must have a curriculum relevant to societal and contemporary needs. In Indonesia, education has undergone significant developments to improve its quality. One of the latest initiatives is the Independent Curriculum (*Kurikulum Merdeka*), which allows schools to organize and develop curricula tailored to local contexts and needs. In this regard, the role of the principal becomes crucial in implementing the Independent Curriculum in driving schools, particularly at the elementary school level.

The *Kurikulum Merdeka* is an innovation in Indonesian education that seeks to grant schools more autonomy in designing curricula and adapting them to local needs. This is a significant step toward improving the quality of education, as it provides greater flexibility for principals and teachers in selecting learning materials, teaching methods, and assessments suited to the characteristics and potential of students at each school. However, implementing the *Kurikulum Merdeka* is not as simple as it seems. The role of the principal is vital in ensuring the successful implementation of this curriculum in schools.

The principal plays a strategic role in determining the direction and success of a school. In the context of the *Kurikulum Merdeka*, the principal's responsibilities extend beyond administrative duties to serve as an educational leader who must make informed decisions regarding curriculum development. As a leader, the principal must understand the school's vision and mission and ensure that the *Kurikulum Merdeka* aligns with the community's values, needs, and potential.

The principal's primary roles include supervising, facilitating, and supporting the process of developing and implementing the *Kurikulum Merdeka*. Principals must make appropriate decisions, manage resources, and collaborate with teachers and school staff to achieve educational objectives. Additionally, they are responsible for motivating, involving parents, and building partnerships with various stakeholders to create a conducive learning environment.

Previous studies on the role of principals in curriculum implementation have provided valuable insights and findings. For instance, Smith's (2017) research highlights the importance of transformational leadership in supporting curriculum changes. Another study by Jones (2019) demonstrates how effective principals can overcome obstacles in curriculum implementation. This study aims to explore in greater depth the role of principals in implementing the *Kurikulum Merdeka* in driving schools at the elementary level. Specifically, the research will involve an analysis of the principal's role in designing, supervising, and evaluating the implementation of the *Kurikulum Merdeka*.

2. Method

This study employs a qualitative descriptive research method. It is descriptive, with data collected through observation, interviews, and documentation. This research's subjects include individuals with competencies relevant to the study: the principal, classroom teachers, staff, and administration. The validity of the data in this research is ensured through triangulation methods. Data analysis is conducted in three stages: data reduction, data presentation, and concluding/verification.

3. Results and Discussion

To achieve the educational goals of nurturing Pancasila students at SDN 004 Sungai Piring, the principal strives to carry out school managerial activities effectively, which include planning, organizing, executing/mobilizing, monitoring, and evaluation. The principal plays a crucial role in mobilizing all educational resources within the school to adapt to the demands of the times, particularly in implementing the *Kurikulum Merdeka* recently introduced by the Ministry of Education and Culture. SDN 004 Sungai Piring, located in Batang Tuaka Subdistrict, Indragiri Hilir Regency, has been implementing the *Kurikulum Merdeka* since 2021, and it is now in its third year of application. The principal's managerial activities in implementing the *Kurikulum Merdeka* at SDN 004 Sungai Piring are as follows.

3.1 Planning to implement the *Kurikulum Merdeka* at SDN 004 Sungai Piring

One of the keys to successfully implementing the *Kurikulum Merdeka* in a driving school depends on the collaborative planning of the school, parents, community, stakeholders, and students. Without thorough planning, program activities may be ineffective. Therefore, program planning must be realistic, measurable, implementable, and oriented toward the characteristics of students and the local area to prepare for the future and achieve the desired goals.

Based on a comprehensive review and analysis of achievement stages, the steps identified include identifying problems and diagnosing the school's current state. This aligns with the statement made by the principal during an interview:

"The first step in implementing the Kurikulum Merdeka is to diagnose the school's conditions and needs, which will then be formulated into a School Operational Curriculum Plan (KOSP)."

Additionally, a teacher shared the following opinion:

"Before drafting the KOSP, the principal, teaching staff, and school committee hold meetings to discuss and exchange views on the school's strengths and weaknesses and the surrounding environment's conditions. This discussion identifies the school's needs and how to address them. Following the needs assessment, the principal and teaching staff collaboratively design the KOSP, which outlines the school's vision, mission, and goals."

Thus, this demonstrates teamwork in creating a framework to enhance educational quality. In education, the KOSP acts as the heart that drives the spirit of transformation. If the KOSP is not aligned with the school's needs and is solely drafted by the principal, the school risks experiencing setbacks. This can happen because the plans do not address the school's and its students' needs. From the interview results, it is clear that the principal, the school community, and stakeholders have collaboratively designed the KOSP, including the vision, mission, and educational objectives tailored to the school's and student's needs.

After completing the KOSP, the principal, teachers, and the school committee hold collaborative meetings to develop an annual work plan. This plan is formulated together through deliberation. During these discussions, all teachers strategize, plan, and outline future actions, such as scheduling the independent curriculum implementation and improving human resources. This process culminates in practical actions through collaboration with all relevant parties, thereby supporting the effective implementation of the *Kurikulum Merdeka*.

3.2 Planning and organizing in implementing the Kurikulum Merdeka

Organizing is the cooperation process among a group involving various activities to achieve predetermined goals. Therefore, they need to be organized to ensure these activities are integrated. One of the key aspects of organizing is creating a school organizational structure that aligns with the capabilities of the teachers. The principal forms various coordination teams to streamline the reporting process, ensuring efficiency. For instance, the principal assigns coordinators for specific fields, such as the curriculum coordinator, who is responsible for curriculum matters, and the facilities coordinator, who manages infrastructure-related issues, as explained by the principal of SDN 004 Sungai Piring. The interview findings show that the school has collaborated with parents by establishing a parent association. However, the formation of this association has not yet been structured per class to assist homeroom teachers; instead, it is still organized in a general way to support overall school activities.

3.3 Implementation/movement (actuating) in implementing the Kurikulum Merdeka

Implementation is a management function that relates to the activities of managerial tasks in carrying out responsibilities. Implementation involves initiating, motivating, encouraging, directing, and influencing educators to perform their functions to achieve the school's goals. It requires moving and providing guidance, motivation, and direction to all educators, especially those who face difficulties. Furthermore, the planning that has been made would be meaningless without proper implementation. In this regard, the school principal plays a vital role in mobilizing educators, parents, and relevant stakeholders to support the implementation of the *Kurikulum Merdeka*. Moreover, it is crucial to have a foundation and an understanding of the steps required for implementing the *Kurikulum Merdeka*. Specifically, educators must have a clear understanding of the steps involved in the successful implementation of the *Kurikulum Merdeka*.

3.4 Supervision (controlling) in implementing the Kurikulum Merdeka at SDN 004 Sungai Piring

A manager must supervise any task. As the manager, the school principal is responsible for overseeing the implementation of activities carried out by the school's staff. The purpose of

supervision is to control the execution or movement of an activity to ensure that the collaborative efforts of the entire school community run as intended and according to the agreed-upon plan. Monitoring must be done directly and indirectly to ensure the *Kurikulum Merdeka* has been adequately implemented. The school principal conducts both direct and indirect monitoring. Class visits and supervision are also performed to observe whether differentiated learning is implemented. An essential phase in the process also includes evaluation and reflection. Based on the results of monitoring and supervision, the principal collaborates with the educators to evaluate and reflect on the factors that hinder or support the implementation of the *Kurikulum Merdeka* and provide follow-up actions to address the issues encountered in the field.

The presence of a school principal in formal educational institutions, such as schools, is crucial for achieving the school's academic goals. In practice, a school principal is the one who organizes and controls the teaching and learning process at the school, and therefore, the principal is responsible for the achievement of educational objectives at the school. In this sense, the principal is the highest authority in the academic unit and holds responsibility for the school's continuity, especially concerning efforts for the development and progress of the school (Mufliah & Haqiqi, 2019).

To achieve educational goals, a school principal must have policies to determine the direction of the teaching and learning process at the school. Since a school gathers many people, it functions like an organization where collaboration among members is necessary. An organization can function well if it has a structured and continuous managerial process carried out by various personnel and requires solid cooperation to reach the success that is pursued together. As stated (Amka, 2021), managerial administrative activities are necessary to ensure that administrative functions run effectively. This involves several stages, as follows.

3.5 Planning to implement the *Kurikulum Merdeka*

In essence, management is crucial in any planning process because it involves forecasting, decision-making, organizing, controlling, and supervision, all of which require careful consideration (Sukatin et al., 2022). Educational planning is a systematic and rational process of thinking and analysis aimed at improving the quality of education to make it more effective and efficient. This means that planning is a systematic thinking process to improve the quality of education. Planning is necessary before carrying out any activity, as it is the key to any task's success. This is in line with what Taufiqurokhman (2008) said, that a good activity is preceded by planning.

In the planning activities at SDN 004 Sungai Piring, the school principal, along with all school stakeholders, first formulates the KOSP, vision, mission, and educational goals as a reference and benchmark for implementing teaching and academic programs at SDN 004 Sungai Piring in the *Kurikulum Merdeka* implementation. This aligns with Windaningrum's (2019) statement that one of the supporting stages of educational planning is the school's vision and mission. Therefore, all programs must align with the school's vision and mission so that the goals set by the school can be achieved. The programs outlined in the planning embody the school's vision and mission.

The planning developed by the school principal covers all aspects that support the improvement of educational quality, as outlined in the School Annual Activity Plan (RKTS), including the School Work Plan (RKS), School Development Plan (RPS), School Activity and Budget Plan (RKAS), as well as programs for each semester. This highlights the managerial skills that the school principal must possess to make policies or decisions that lead to the effectiveness of programs and improve the quality of education (Mulyati, 2022). With activity planning outlined in the school's annual program, all stakeholders can work according to the plan, ensuring the activities proceed smoothly.

The principal consistently discusses with educators and education staff to develop plans to improve educational quality while implementing the *Kurikulum Merdeka*. From the planning process, the way to reach a decision is through consultation (Fitriyani, 2019). This shows that planning generated through collective thinking will function optimally, enabling achieving the goals set together.

In efforts to implement the *Kurikulum Merdeka* in the driving school, the principal has developed plans and established several programs and strategies to improve the quality of education and the

competencies of educators to create students with the Pancasila Student Profile. Based on data regarding the programs, success indicators, and the fact that good cultural practices have been fostered within the school, as well as efforts to enhance students' skills, it can be said that all these efforts have been carried out quite effectively. Some of the programs that have been implemented include habits such as wearing neat and polite clothing, instilling the culture of lining up before entering the classroom, fostering good behaviour through reciting a pledge every morning, the 5S culture (smile, greetings, politeness, courtesy, and respect), visiting sick friends, social contributions to help those in need, frugality, and saving, Yasinan on Fridays, sharing meals on Saturdays, flag ceremonies on Mondays, creating projects related to the Pancasila student profile, and activities that promote student skills such as small doctor training, scouting activities, vegetable planting activities, drum band, computer training, as well as dance and singing training.

These efforts show that the school principal at SDN 004 Sungai Piring, as the Principal of the Driving School, continuously strives to improve the quality of education to create Pancasila students. Based on the explanation above, it can be concluded that the school principal's planning to implement the *Kurikulum Merdeka* at the SDN 004 Sungai Piring Driving School has been quite effective. This is evident as the school gradually achieves the goal that it has aspired to achieve, which is to improve the quality of education. This is reflected in the school's progress from Level 1 to Level 2 in the driving school evaluation.

3.6 Organizing and implementing the *Kurikulum Merdeka*

As the highest leader in the school, the principal is responsible for achieving the expected educational goals. Therefore, the activities and programs that have been established must run smoothly. This aligns with what Fitriyani (2019) stated: that organizing is the process of forming a system/container and arranging members into an organizational structure to achieve the organization's goals. In organizing, the principal of SDN 004, Sungai Piring, divides the tasks for each school member (educators and education staff) based on their skills and expertise to achieve the shared educational goals.

The organizational structure consists of a school committee representing the parents, the principal, treasurer, administrative staff (TU), public relations, student affairs, infrastructure, counselling, class teachers, janitors, and security personnel. The principal also creates a description of each task and standard operating procedures for implementing each unit's tasks and functions. Therefore, activities can be carried out optimally with a well-organized school structure and division of labour according to each individual's expertise.

Additionally, the principal has worked with parents and relevant stakeholders by forming a parent association organization consisting of a chairperson, vice-chairperson, secretary, treasurer, and members. This is done to strengthen relationships and facilitate communication and collaboration between the school and parents. Hence, the presence and role of an organization is crucial. This aligns with what Lase (2023) stated, that forming a professional organization is a system to advance performance.

Personnel also provide support and ensure the proper functioning of the system. The explanation above shows that the organizing activities in implementing the *Kurikulum Merdeka* as part of the principal's managerial phase have been carried out effectively. This can be observed through an organization that works toward the same goal, based on tasks and responsibilities according to each person's abilities, to achieve the expected educational quality.

3.7 Implementation/ actuating in Implementing the *Kurikulum Merdeka*

One of the functions of management is the actual action or implementation, which is directly related to managerial activities in carrying out tasks. Implementation/Actuating refers to actions taken to start, motivate, encourage, direct, and influence educators in carrying out their tasks to achieve the school's goals. In motivating all components of the school, the principal of SDN 004, Sungai Piring, developed a strategy. Before motivating subordinates, he strives to become a figure who can provide

comfort and trust and act as a role model for colleagues and subordinates. The principal aims to carry out five key actions: speak kindly and align words with actions, be firm in carrying out tasks, do good deeds, be sincere, and be consistent. The principal must follow these actions to encourage/motivate all members to emulate their leader's behaviour. Educators will carry out their tasks with joy and enthusiasm and instil self-confidence in themselves, as self-confidence is one of the most valuable attributes for a teacher in life and social interaction (Sulfemi, 2020).

Furthermore, the principal of SDN 004, Sungai Piring, consistently provides guidance and motivation to educators and staff to develop their potential by participating in workshops, webinars, teacher professional development groups (KKG), training sessions, seminars for competency improvement, participating in the Teacher Penggerak (Driving Teacher) program, and continuing studies to pursue a Master's degree. These actions are part of the principal's efforts to implement the *Kurikulum Merdeka* by improving the quality of education at SDN 004 Sungai Piring. The principal frequently organizes workshops at the school, inviting external resource persons who are experts in their fields to train the teachers. Additionally, the principal always strives to facilitate the needs of educators and students in implementing the *Kurikulum Merdeka*.

The principal always gives motivation whenever and wherever there is an opportunity. The principal is responsible for encouraging and motivating educators, staff, and students to willingly and effectively follow the rules and regulations in the school. In providing motivation, the principal demonstrates politeness and respect for subordinates, ensuring teachers do their tasks sincerely, without force or pressure. To encourage the entire school community to be enthusiastic about carrying out their duties and responsibilities, the principal provides rewards (such as certificates and plaques) for those who excel and complete their tasks well.

From the above description, it can be concluded that the principal of SDN 004 Sungai Piring has effectively motivated and engaged their subordinates. This is evident from the success in motivating and inspiring the school community, leading them to support and work happily and optimally in implementing the *Kurikulum Merdeka* according to their responsibilities.

3.8 Supervision (controlling) in implementing the Kurikulum Merdeka

Supervision serves as an evaluation tool for all activities planned and set by the principal, involving various strategies to monitor and control all educational components, including tools, methods, personnel, and management. This can be done both directly and indirectly. Through observation-based supervision, the implementation of tasks and their outcomes will align with expectations, and any errors can be corrected. These supervision steps lead to an effective monitoring system, such as an early warning system, which provides initial information on a program's preparation, implementation, and success.

The education system relies heavily on the curriculum to improve quality (Haffiluddin & Wahyudin, 2023). In terms of educational quality, supervision must be carried out according to the scheduled activities outlined in the school's work program, ensuring that supervision is continuous and comprehensive. No significant success can undoubtedly be achieved without adequate supervision over all activities.

Based on the description above, it can be concluded that the supervision activities conducted by the principal in implementing the *Kurikulum Merdeka* at the SDN 004 Sungai Piring School Penggerak have been quite practical. This can be seen from the tangible actions and follow-ups after monitoring or evaluation, which show improvements.

4. Conclusion and Implications

Based on the discussion above, it can be concluded that the role of the principal's leadership is crucial in making teachers the driving force of the learning process, which is the implementation of the *Kurikulum Merdeka* in schools. The roles of the principal in realizing the *Merdeka Belajar* program at school are: (1) taking responsibility for teaching, providing encouragement and guidance to the

school community, (2) planning, mobilizing, coordinating, and synchronizing all school resources, (3) providing support for the implementation of the *Merdeka Belajar* program through planning, financing, and documentation, (4) creating a conducive school organizational culture, (5) providing motivation, and (6) conducting various forms of supervision and control.

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