Distribution of lesson within Indonesian latest curriculum using a web-based application

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Abstract. This study aims to explain and to describe the role of school principals in the implementation of 2013 Curriculum at Elementary School Pakem 2 Sleman Yogyakarta. This study uses qualitative method. The instruments of the research were observation, interview and documentation. It is where the researcher seeks to collect and analyze research data through primary data sources in the form of structured interviews with the principal regarding the role of school principal in implementation of 2013 Curriculum. The results of this research show that school principals have played good roles in implementation of 2013 Curriculum in Elementary School Pakem 2 Sleman Yogyakarta. The roles are such as: (a) role as an educator, (b) role as a manager, (c) role as an administrator, (d) role as a supervisor, (e) role as a leader, (f) role as an innovator, and (g) role as a motivator. Collaboration between school principals, school supervisor, and teacher has been maximizing in implementing curriculum in this school. The school principal is very open minded to anyone who wants to give input form of suggestions or criticisms for the progress of the school.

1. Introduction

The implementation of a curriculum in the schools is inseparable from the role of the school principal as a driver of the school's citizens in order to achieve the goals of school education [1]. The school principal has 7 important roles, namely: role as an educator, role as a manager, role as an administrator, role as a supervisor, role as a leader, role as an innovator, and role as a motivator. Sometimes the role of the school principal has not all been done by the school principal because of many tasks that the school principal must do. This is the problem that has not been maximized in applying the role of the school principal in the school. The development and implementation of curriculum in the school cannot be separated from the duties and roles of the school principal as education manager and supervisor. However, it is expected that the school principal can carry out his role well. This is supported by the opinion expressed by Raj Mestry [2], in his research entitled "Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools" argued that one of the main reasons for the low academic standards of students in the general school it is the ineffective leadership role of the school principal, this study shows that many school principal
emphasize their managerial and administrative tasks rather than focusing on teaching. Although the school principals are responsible for many administrative tasks and managerial tasks, there is a great need for them to take an active role as leader that is very important to improve teacher performance and student achievement. With many tasks that must be completed by the school principal sometimes make the school principal unable to carry out his role to the fullest. The school principal in carrying out his role must be balanced so that there is no imbalance in carrying out his duties and obligations in accordance with his role in the school.

The researcher tried to help the school principal in solving the problems above by making the school principal aware of the importance the role of the school principal in the school, helping the school principal in completing administrative and managerial tasks in the school, and helping the school principal in mobilizing the school community to implement of 2013 curriculum with good in the school. It was done by researcher so that the role of school principal in implementation of the 2013 curriculum did not occur inequality. In this way the problems regarding gap the role of school principal in curriculum implementation can be resolved. A successful of curriculum in an educational organization such as in a school depends on the leader as a manager and supervisor, the teacher as the developer and executor of the curriculum in the school and the education staff who help support the learning activities in the school. As well as the research conducted by Olifie eyiuche Ifeoma [3] entitled "Roles and Actions of a Principals in Managing Curricular Reforms in Nigeria", states that the principal were always involved in the process of implementing the curriculum at the schools. This research shows that the leadership role of the school principal is very important strength in the implementation of school curriculum reform.

The purpose of this research was to describe the role of school principal in the implementation of 2013 curriculum, this study was conducted so that the school principal can perform their roles well in accordance with the roles, main tasks and functions of school principal in the schools. Because the implementation of 2013 curriculum in the school requires an effective headmaster, can implement curriculum management and learning in his school. What if the school principal is able to move, guide, and direct the school community properly, then all activities in the school organization will be carried out effectively? This was confirmed by Townsent who stated that the quality of a good school was determined by the school principal as a leader. The ups and downs of school quality depend on the quality of the school principal [4].

2. Method
The research method in this research was a qualitative descriptive method. The approach in this research uses a case study. Case studies are studies that lead to collecting data, take meaning, and gaining an understanding of the case. This approach aims to understand the cases that actually occur in the institution to be studied [5]. The aims of this research were to explain and to describe the role of school principals in the implementation of 2013 Curriculum at Elementary School Pakem 2 Sleman.

This research was conducted at Elementary School Pakem Sleman Special Region of Yogyakarta. The research was conducted at Elementary School Pakem 2 Sleman because the school had implemented of 2013 Curriculum as the national curriculum and its implementation had also been phased. The time for conducting this research was in February-March 2019. The data sources in this research were school principal and the teachers. The data collecting technique in this research was observation, interview, and documentation. Data analysis is done by reducing data, organizing data, and concluding data. The results of data analysis technique were checked for validity through triangulation.

3. Results and discussion
The school principal has very large influence on the development of the school. The school principal must be able to be someone who influences and can influence his staff to achieve the objectives of the school education. Being a headmaster must be able to maintain the trust given to him, and can build trust between the staff under him. This was supported by opinions expressed by Shawn Northfield [6], entitled "Multi-Dimensional Trust: how the beginning principals build trust with their staff during
leader succession”, mentioning that successful school principal are principals who can build trust between staff - their staff while working in the same educational institution, the goal is that the educational goals can be achieved as expected. The aim of an educational institution is be able to implement the curriculum according to the national education standard, delivering students to become outstanding students and creating high-quality of the schools.

The school principal has 7 roles, they are: the role as an educator, the role as a manager, the role as an administrator, the role as a supervisor, the role as a leader, the role as an innovator and the role as a motivator [7]. From the results of interview conducted by the school principal of Elementary School Pakem 2 Sleman Yogyakarta said that the role has been carried out as much as possible by the school principal in the successful implementation of 2013 Curriculum at Elementary School Pakem 2 Sleman Yogyakarta as follows:

3.1. The role of school principal as an educator
In carrying out his role as an educator, the school principal must have a strategy that can improve the professionalism of the teaching staff in his school, and implement interesting learning models, such as team teaching, moving classes etc. In the 20th and 21st centuries school principal and teachers are required be able to use information technology as a support for learning that is interesting and completes administrative and managerial tasks in the school. It was confirmed from study conducted by Lynne Schrum & Barbara B. Levin [8], entitled "Educational technologies and twenty-first century leadership for learning" mentioning that today's leaders always use technology specifically for social media for personal interest or interest work. Not infrequently also to support work and learning, school principal, teachers, and students utilize information technology as a support for learning. Some of the things that have been done by the school principal of Pakem 2 Sleman Elementary School in carrying out their roles as an educator are as follows: Guiding, motivating, facilitating school people to utilize learning technology and giving examples of how to make good learning plan, giving assistance to the teachers in carrying out the learning process in accordance with 2013 Curriculum guidelines and assisting to the teachers in evaluating student learning outcomes with authentic assessment in accordance with 2013 curriculum guidelines. The things that have been done by the school principal above are in accordance with the results of interview that have been conducted to the school principal of Elementary School Pakem 2 Sleman, as follows:

"I have done a lot in carrying out my role as an educator in this school, for example: guiding, giving guidance to the teachers, providing motivation, providing good examples of how to make good learning plan, giving assistance to the teachers in carrying out the learning process in accordance with 2013 Curriculum guidelines and assisting to the teachers in providing evaluation of student learning outcomes with authentic assessment".

3.2. The role of school principal as a manager
The school principal as a manager are essentially able to carry out management functions properly, in terms of planning, organizing, implementing and evaluating, as explained by Terry “Management is a distinct process consisting of planning, organizing, actualizing, and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources” [9]. The following are excerpts from the interview conducted to the school principal of Elementary School Pakem 2 Sleman, namely as follows:

"As the school principal, my role as a manager have many things for example in terms of financial management and managing Human Resources. In terms of managing finance, I have been able to manage the entry and exit of funds, for example, such as the BOS (School Operational Assistance) fund. Then in terms of managing human resources at the school, I made an activity program for one semester. The program of activities was arranged at the beginning of the semester. After planning activities have been made, then coordinating to carry out planned school activities can run smoothly. After the organization of the school principal conducted an evaluation".
3.3. The role of school principal as an administrator

In carrying out his role as an administrator, the school principal must be able to master his duties and carryout his duties properly. The following a study that mentions several things that should be done by the school principal in carrying out his role as an administrator, namely the research conducted by Dr. V.C. Onyeike, Nwosu Chimene Maria [10], entitled "Administrative And Supervisory Roles For Teachers' Job Effectiveness In Secondary Schools In Rivers State", in the study stated that school principal must be involved in the terms of staffing the school organizational structure, involved student administration personnel, ensuring maintenance of school infrastructure, school principal must be also involved in community and school relationship management and school principal ensure appropriate use of resources to achieve the stated objectives. The following an excerpt from the interview conducted to the school principal of Elementary School Pakem 2 Sleman regarding the role of school principal as an administrator, as follows:

"My role as an administrator in this school has a number of things, such as: Organizing the organizational structure of the school, planning a program that will be carried out in the school, managing staff within a school organization and becoming a coordinator in a school organization".

3.4. The role of school principal as a supervisor

As an education supervisor, the school principal must be able to supervise the teacher when preparing for learning, implementing learning and evaluating learning. The school principal must also be able to bridge the teacher so that when teaching does not discriminate between students who excel and those who do not. If in the teaching learning process, the teacher does the gap will make learning ineffective and make student achievement gap. This is reinforced by the research revealed by Stephanie Chitpin[11], entitled "Principal's Decision on Making in Bridging the Student Achievement Gap", which states that school principals are given a great responsibility to supervise learning to educators so that learning activities can be carried out with smoothly, this was done so that student achievement gaps did not occur.

The role of school principal as a supervisor has a burden and responsibility to monitor, foster and improve the learning process in the classroom or in the school. The school principal also as a teaching supervisor. Supervision is carried out by the school principal with the aim of monitoring the implementation of the education program run by the school while fostering and guiding teachers so that they can carry out their duties to the fullest. Below there is interview footage taken to the school principal of Elementary School Pakem 2 Sleman regarding their role as a supervisor, as follows:

"It should be noted that the role of school principal is a teaching supervisor in the school, whose job is to supervise the teachers, so as the school principal supervise the learning plan that will be carried out by the teacher, for example checking learning tools that will be used as guidelines teach. Then, supervise the implementation of teaching learning process in the classroom, for example controlling in the classroom when learning take place. And the last is to supervise the evaluation of learning, for example by checking the method of assessment and student learning outcomes whether they have met established standards or not".

3.5. The role of school principal as a leader

The role of school principal as a leader have main task, namely: as a planner, as an executor, as the highest responsibility holder in the school, as a creator and as a father for the citizens of his school [12]. Below there is interview footage taken by the school principal of Elementary School Pakem 2 Sleman, as follows:

"As a leader in this school must be able to provide good examples for my school citizens. As a leader, I also have been able to protect the school community, provide a sense of security and comfort when doing activities in the school, protect them and be responsible for everything that happens in the school”.

3.6. The role of school principal as an innovator

The role of school principal as an innovator in the school is someone who brings new ideas, looks for new sources in developing school quality, and implements those new ideas well. Raamani Thanimalai
and Arumugam Raman [13], argues in his research entitled "The Influence of Principals 'Technology Leadership and Professional Development on Teachers' Technology Integration in Secondary Schools" that school principal have a responsibility to be an important dynamic technology leader as drivers of technology integration that must be successfully implemented in the school. Be a dynamic technology leader and as a driver must be able to force technology integration to be successfully implemented in the school. The goal is be able to make the human resources in the school not stuttering technology and make it easier for them to find new innovations for the progress of the school. Below there is a sample interview conducted by the researcher to the school principal of Elementary School Pakem 2 Sleman regarding his role as an innovator, as follows:

"In carrying out my role as an innovator, I see other schools that are advanced and have good quality. Then I find out what is the factor of their success in advancing their school. Then, I tried to apply in the school, maybe if applied in the school I could also succeed like their school. By utilizing existing information technology, it is expected that it can facilitate us in finding and obtaining new innovations that can be applied in the school for the advancement of school”.

3.7. The role of school principal as a motivator
The role of school principal as a motivator is to provide motivation to the all school members, so that they can carry out their tasks in the school properly and correctly [14]. Below, there is interview snippets conducted by researchers to the school principal of Elementary School Pakem 2 Sleman related the role of school principal as a motivator, as follows:

"In carrying out my role as a motivator at the school, I provide motivation to all school member, both providing motivation to the teachers and to the students. The form of motivation that I gave to the teachers for example was to give motivation to the teachers in making learning devices, guiding and giving examples. Then provide motivation in the implementation of teaching learning process in the class room, Then the form of motivation that I give to students is by giving motivation in learning, so that they study diligently, become outstanding students and can boast of school and boast of the family”.

The teachers at the Elementary School of Pakem 2 Sleman had used integrative thematic learning with scientific learning, and authentic scores. From the results of interview that have been conducted to the teacher at Elementary School Pakem 2 Sleman, they argue that there are negative and positive from the assessment of authentic assessments in the 2013 Curriculum, because giving assessments the teachers must describe the value based on 3 assessments, namely: attitude assessment, knowledge assessment, and skills assessment for each student, and this is considered to require a lot of time. But the assessment can also provide a detailed image of the assement obtained during teaching learning process. The teacher's view was supported by research conducted by Wayan Maba [15], entitled "Perception Teachers on the Implementation of the Assessment Process in Curriculum 2013", the results of the study stated that most of the teachers stated the assessment in the 2013 Curriculum was quite good because it provided an attitude assessment, including spiritual and social aspects, knowledge, and skills. There are several obstacles that are found by the teacher in conducting the assessment, such as: the limited time the teacher has in observing students 'social attitudes and the writing of the results of the assessment that requires a lot of time to describe the students' abilities.

4. Conclusion
Based on the results of research conducted at the Elementary School Pakem 2 Sleman, can be concluded that, (1) The role of school principals in implementing 2013 curriculum as an educator, as a manager, as an administrator, as a supervisor, as a leader, as an innovator, and as a motivator has been well to implemented. The school principals made every effort to carry out his roles. (2) Collaboration between school principal, school supervisor, and teachers very good in implementing curriculum in this school. The school principal is very open minded to anyone who wants to give input form of suggestions or criticisms for the progress of the school.
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