

The Principal's Managerial Influence on Mover Teachers in the Implementation of the Independent Curriculum

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Abstract – The objective of this research is to evaluate the managerial influence of school principals on 25 dynamic educators in implementing an independent learning curriculum across six schools in the Gorontalo district. The study employs a quantitative methodology, utilizing questionnaires and a Likert scale (1-5) for data collection. Validation of the instruments is conducted using the product moment formula, and reliability testing is performed using the Cronbach alpha formula. Data analysis encompasses normality, linearity, simple regression, and hypothesis testing facilitated by SPSS Version 24.0. Results indicate a significant correlation between the managerial abilities of principals and the effectiveness of educator implementation of the independent curriculum, demonstrated by the simple linear regression equation: $Y = 49.218 + 0.633X$. Analysis of the data processing reveals that 66.7% of the variance in the educator's performance (variable Y) is influenced by the principal's managerial skills (variable X). In comparison, the remaining 33.3% is attributed to unexamined variables.

This study underscores the importance of principals and motivating educators collaborating to articulate and disseminate the school's vision through a managerial framework that encompasses planning, organizing, directing, and supervising. This collaborative effort empowers both parties to actively engage and lead in fostering learning and school advancement.

Keywords – Managerial influence, principal, mover teacher, independent curriculum.

1. Introduction

The principal's management is central to creating an effective and quality educational environment. The current principal is required to have managerial skills to move others. Leadership is also said to be a behavior that motivates others to work toward achieving the school's vision, mission, and goals [1]. Leadership management problems generally raise problems in the interaction aspect, both vertically and horizontally [2], [3]. That is why the principal is required to be able to actualize the four essential management functions: 1) planning, 2) organizing, 3) directing, and 4) supervising [4], [5].

The effectiveness of education and learning in schools is significantly impacted by the principal's capacity to manage each aspect of the school (the entity responsible for the school) [6]. The primary competencies of the principal are associated with their expertise in leadership management, along with the duties delegated to them [7]. Because educational and learning failures in schools are not uncommon, they are often attributed to the principal's inadequate comprehension of the duties they are responsible for carrying out [8]. This illustrates that the achievement or shortfall of a school in reaching its goals and fulfilling its vision and mission depends greatly on the management and leadership of the principal, particularly in mobilizing and empowering the different elements within the school [2], [9].

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To achieve effective management in an organization, a manager with professional expertise in their field is essential, and this principle is particularly applicable in education, specifically in schools [10], [11]. As a manager, the principal is responsible for managing the school, including implementing changes in the national curriculum [12], [13].

The principal of teachers and curriculum should be able to create a work culture that encourages each other and can involve collaboration between teachers to achieve the vision and mission of the educational institution. Teachers, as partners, are also expected to have a high commitment to carrying out their duties in the curriculum [14]. Some studies have found that the strategy of an institutional leader in managing an educational institution affects the job satisfaction of his subordinates [15]. It also emphasizes that organizational management strategies will be effective if the principal has good managerial competence, especially in mobilizing the four leadership principles toward teachers who are categorized as "movers of education" [16].

Mover teacher is a national program that aims to improve teacher competence [17]. In addition, the mobilizing teacher is also a mover for the learning community [19], [20]. This mover-teachers program is as flexible as the independent curriculum [17]. Furthermore, teachers enhance the quality of education in Indonesia through an andragogy and blended learning approach [21]. Teachers apply a learning process grounded in reality by integrating face-to-face strategies and online learning, commonly called blended learning.

Mover teachers are now encouraged to become learning leaders in implementing the independent learning curriculum. Their task is expected to be a driving force for the entire student-centered education ecosystem. The current curriculum is structured based on competencies and focuses on developing learners' character [22]. Moving schools and the independent curriculum changes the duties of teachers to be more specific to bring the school to a more advanced direction through learning oriented towards strengthening competencies and character development by the values of Pancasila [2], [3].

The Ministry of National Education has devised a training system aimed at cultivating teachers into mover teachers, focusing on five key indicators: 1) Ability for self-improvement and fostering fellow teachers through reflection, sharing, and collaboration, 2) Demonstrating moral, emotional, and spiritual maturity in adherence to ethical standards, 3) Proficiency in planning, executing, reflecting upon, and assessing student-centered learning with parental involvement, 4) Competence in collaborating with parents and communities to

enhance school development and promote student leadership, and 5) Skill in leading initiatives to realize a student-focused school vision that responds to the needs of the local community [23].

The reality on the ground shows that the national school and teacher mobilization program is still experiencing problems in several regions, including Gorontalo. This problem is partly due to the school management system that has not been able to implement several indicators of the independent curriculum maximally, [24], [25] such as (1) How to simplify the curriculum, (2) optimize easier administration, and (3) determine the curriculum according to school needs [26]. In more detail, the principal's management also often experiences misconceptions in implementing the six steps of the learning-dependent curriculum, [27] namely (1) Lack of ability to prepare the Operational Curriculum document of the Education Unit (KOSP), (2) Confused about preparing the flow of learning objectives (ATP), (3) Less precise in determining the criteria for achievement of learning objectives (KKTP), (4) Not able to compile teaching modules, (5) Pancasila student projects and (6) The concept of assessment that supports the development and achievement of student learning outcomes at school.

Several previous studies have made theoretical contributions to this research, including [28], which has described that the principle of implementing the independent curriculum is very influential for teachers and students, especially in the aspect of freedom in achieving project-based learning goals. However, some teachers are still confused by differentiated learning, and continuous training is needed [29]. It was concluded that the implementation of transformational leadership by school principals affects teachers' professional development achievement, albeit encountering obstacles in providing necessary technological facilities [30]. The principal's supervisory activities are a statistically significant measure of teachers' managerial satisfaction. ANOVA analysis showed that only certain schools positively influenced job satisfaction, gender, and subject, while length of experience had no significant effect [31]. Other research states that the principal's managerial skills substantially correlate with communication skills, community behavior, school atmosphere, and culture [32].

The above research generally provides information about the influence between principals and teachers. However, few studies specifically discuss the effect of the principal's managerial competence on the mover teachers in implementing the independent curriculum. In addition, other studies recommend conducting further research related to other indicators inherent in teachers.

Therefore, studying the research variable on "Mover Teachers" in running the freedom to learn curriculum is essential. This is the space and gap for researchers to find out in detail about the influence of each variable on the aspects of the principal and the mover teacher and its relation to the learning curriculum. Moreover, this research is exciting because the research subject is focused on aspects of the principal's management in carrying out the four principles of management, which are linked to educators who have participated in the "mover teacher" program in six schools with different characteristics.

The primary purpose of this research is to determine whether the principal has a managerial influence on twenty-five mover teachers in implementing the independent curriculum in Gorontalo District. More specifically, the principal's managerial indicators studied consist of 1) managerial aspects, 2) human aspects, and 3) conceptual aspects. Meanwhile, on the "mover teacher" indicator, the researcher looks at five aspects: 1) Quality of work, 2) Speed or accuracy of work, 3) Initiative in work, 4) Workability, and 5) Communication.

2. Methodology

This research is a type of quantitative research. The population includes all teachers in the "mover teacher" program at the high school level in the Gorontalo District. The sampling technique is saturated sampling, where all population members are used as samples, totaling 25 teacher movers spread across six schools. The six schools have been designated as pilot project schools that have implemented the national curriculum of "independent learning." In addition, the six high schools are the primary target schools in implementing the independent curriculum and the mobilizing teacher program. These schools have also won several national awards, so their performance results may be supported by the principal's leadership competence, both from conceptual, managerial, and technical aspects.

Primary data sources are principal management and mover teachers, and secondary data is in the form of data on the implementation of the freedom of learning curriculum in senior high school. Respondent demographics are presented in Table 1.

Table 1. Respondent profile

Profile	Description	Number of Respondents	Presentation
Gender	Male	9	36.0
	Female	16	64.0
Age	Early Adulthood 26- 35 Years	8	32.0
	Late Adulthood 36- 45 Years	17	68.0
Education Level	Bachelor's Degree	17	68.0
	Master's Degree	8	32.0

3. Results

The research instrument used is a questionnaire. The questionnaire contains written questions or questions to respondents to be answered by principals and mover teachers. The questionnaire consists of 2 parts. The first part is a questionnaire for school principals comprised of 3 indicators, namely: (1) manager, (2) humane, and (3) conceptual. The second part is a questionnaire for the mover teacher, which consists of 5 indicators, namely (1) Quality of work, (2) Speed/accuracy of work, (3) Initiative in work, (4) Workability, and Communication. Each indicator uses a Likert scale model with a score of 1 to 5 in the form of interval data: 5=always, 4= often, 3= rarely, 2= sometimes, and 1= never.

The instrument has been validated using the product moment formula and the reliability test through the Cronbach alpha formula.

To simplify the calculation of validity tests and the processing of instrument results, researchers will employ the Statistical Product and Service Solution (SPSS) Version 24.0 for Windows as a tool. According to the validation test of the X variable questionnaire (Principal Managerial), 30 valid instrument items were derived. Conversely, the Y variable questionnaire (Mover Teachers) yielded 29 suitable instrument items. Data analysis techniques are performed through four methods: normality test, linearity test, simple regression test, and hypothesis testing.

The normality test analysis of variable X (principal managerial) compared to variable Y (mover teachers) utilizes the Shapiro-Wilk test with a significant level of 0.05. The decision-making criteria are based on two factors: (1) If the Sig value is more significant than 0.05, it is typically distributed; (2) If the Sig value is less than 0.05, it is not normally distributed.

The linearity test analysis employs the Lagrange multiplier test, with the decision-making criteria as follows: If the sig value. deviation from linearity is more significant than 0.05; there is a linear relationship if the sig value. deviation from linearity is less than 0.05; there is no linear relationship.

Simple regression test analysis uses the formula $\hat{Y} = a + bx$ to determine the number of increases or decreases in the dependent variable (mover teacher) based on changes in the independent variable (principal managerial). This regression line can be used to make predictions or measure how strong the relationship between the two variables is. If (+), the direction of the line goes up, but if (-), then the direction of the line goes down.

The hypothesis test analysis determines the coefficient (R^2) and correlation coefficient (R). The coefficient of determination is utilized to demonstrate the proportion of influence of all independent variables on the value of the dependent variable. In contrast, the correlation coefficient signifies the relationship between all independent and dependent variables. To substantiate the hypothesis testing, the researcher executed a t-test. Hypothesis testing criteria contrast the significance obtained with the probability (0.05) under the following conditions: (a) If $\text{sig } t > p$ (0.05), the decision is to accept the null hypothesis (H_0). This implies that the regression coefficient of the independent variable (X) does not significantly impact the dependent variable (Y). (b) If $\text{sig } t < p$ (0.05), the decision is to reject the null hypothesis (H_a). This indicates that the regression coefficient of the independent variable (X) has a significant influence on the dependent variable (Y)

4. Discussion

Based on the data obtained from distributing questionnaires to 25 respondents, the researcher analyzed data using SPSS 24.0 for Windows. The number of respondents is relatively small but can be used as a benchmark for the next step, namely determining the significant relationship between variables and hypothesis testing [33]. The following is data exposure in the form of four test results to determine the H_0 and H_a hypothesis whether there is no or a significant influence between the principal's managerial towards the mover teachers in the implementation of the independent curriculum in six schools in Gorontalo district.

1. Test of Normality

Table 2. Result of normality test (X and Y)

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
School Principal's Managerial	.135	25	.200*	.930	25	.089
Mover Teacher	.122	25	.200*	.943	25	.177

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The data can be determined by looking at the significant value in the Shapiro-Wilk section in the tests of normality table to decide whether or not the data is average. Table 3 above shows that the considerable value of the principal managerial variable is 0.089, so the data for the principal managerial variable (X) is usually distributed because the significant value is $0.089 > 0.05$. Similarly, the significant value of the teacher performance variable (Y) is $0.177 > 0.05$, which means that the teacher performance variable (Y) is usually distributed. So, it is feasible to use in further regression analysis.

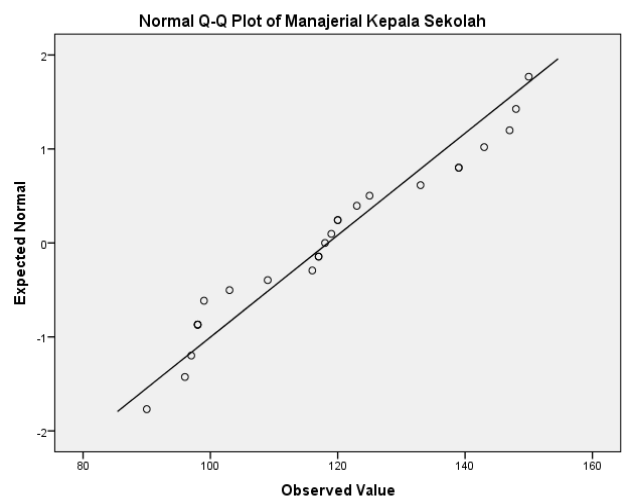


Figure 1. Normal Q-Q plot of principal managerial chart

Based on Figure 1, the average Q-Q Plot graph of the results of the principal's managerial variable (X), there is a distribution of data collected around the test line to the right, and the data is not far from the test line.

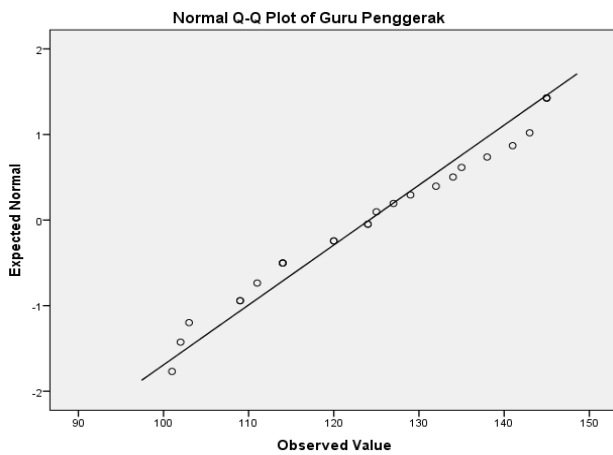


Figure 2. Plot normal Q-Q mover teachers

According to Figure 2, the average Q-Q Plot graph of the mover teacher variable (Y) indicates that the data collected is distributed around the test line, moving towards the upper right, and is not far from the test line.

2. Linearity Test

Table 3. Linearity test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Mover Teachers *	Between Groups	(Combined)	4342.193	19	228.536	2.073	.215
		Linearity	3263.281	1	3263.281	29.603	.003
	Deviation from Linearity		1078.912	18	59.940	.544	.844
School Principal's Managerial	Within Groups		551.167	5	110.233		
	Total		4893.360	24			

Finding out whether or not there is a relationship in the data can be seen by looking at the significance of the deviation from the linearity section in the test for the linearity table. Table 3 above shows a significant value of $0.844 > 0.05$, so there is a linear relationship between the principal managerial variable (X) and the mover teacher variable (Y), which is linear.

3. Test of Simple Linear Regression Analysis

Table 4. Significant value test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3263.281	1	3263.281	46.044	.000 ^b
	Residual	1630.079	23	70.873		
	Total	4893.360	24			

a. Dependent Variable: Mover Teacher
b. Predictors: (Constant), School Principal's Managerial

The data output of Table 4 above reveals that the value of F count = 46.044 with a significance level of $0.000 < 0.05$.

Consequently, the regression model can be employed to predict variable X (principal managerial), implying that there is an impact between variable X (principal managerial) and variable Y (mover teachers).

Table 5. Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	.667	.652	8.419

a. Predictors: (Constant), School Principal's Managerial

Table 5 model summary of the simple linear regression test above explains the magnitude of the correlation/relationship value (R) = 0.817, meaning it has a robust correlation. The sign of the correlation is (+) positive, which means a positive influence exists between the managerial principal and the mover teacher. From this output, the determination coefficient (R Square) = 0,667, which means that the effect of variable X (principal managerial) on variable Y (mover teacher) is 66.7%. At the same time, the remaining 33.3% is influenced by other variables that are not included in this study.

Table 6. Correlation coefficient interpretation guidelines

Coefficient Interval	0,00 – 0,199	0,20 – 0,399	0,40 – 0,599	0,60 – 0,799	0,80 – 1,000
Relationship Level	Very Low	Low	Medium	Strong	Very Strong

4. Hypothesis Test

Table 7. Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.218		11.172	4.405	.000
	School Principal's Managerial	.633	.093	.817	6.786	.000

a. Dependent Variable: Mover Teacher

1) Hypothesis Formulation

H_0 : There is no influence between the principal's managerial towards the mover teacher

H_a : There is an influence between the principal's administrative towards the mover teacher

2) Determination of criteria: The value of the table for a significant level of 5%, namely $df = N - 2$, (For $N = 25 - 2$) ($df = 23$) is 2.069 (for a two-party test).

3) The count result obtained using SPSS version 24.0 is 6.669

4) Decision making: Based on the analysis, the calculated result (6.786) is more significant than the table score (2.069).

Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. In other words, the analysis shows that the calculated statistic is sufficiently large enough to provide evidence against the null hypothesis. As a result, it can be concluded that the alternative hypothesis, which represents the relationship or difference being tested, is supported by the data. Table 5 on coefficients above shows that this analysis's simple linear regression equation is $Y = 49.218 + 0.633X$. The equation is based on the simple linear regression formula, $Y = a + bx$, where Y is teacher performance, and X is the principal's managerial skills. The meaning of the simple linear regression equation is:

- 5) The value of $a = 49.218$ indicates that if the principal's managerial skills increase by 1%, then the level of mover teachers will increase by 49.218 of the increase.
- 6) The value of $b = 0.633$ indicates that if the influence of teacher performance increases by 1%, it will affect the principal's managerial skills by 0.633 of the rise.

This data concludes that variable X (principal managerial) has a significant influence on variable Y (teacher activist); from the results of the hypothesis, it is proven that "there is a significant influence between the principal's managerial skills on mover teacher."

The aforementioned analysis findings indicate that the variable X (principal's management) significantly influences variable Y (mover teachers), particularly across six schools in Gorontalo Regency (SMA Negeri 2 Limboto, SMA Negeri 1 Tibawa, SMA Negeri 1 Pulubala, SMA Swasta Muhammadiyah Batudaa, SMA Negeri 1 Dungaliyo, and SMA Negeri 1 Biluhu). These educators aspire to serve as mentors for their colleagues, aiming to enhance learning within the school, foster student leadership, and facilitate constructive dialogue and collaboration among teachers and stakeholders both inside and outside the educational institution to enhance educational quality. The data analysis reveals that the impact of variable X (principal's management) on variable Y (mover teachers) accounts for 66.7%. Meanwhile, the remaining 33.3% is influenced by other factors beyond the scope of this study.

Hence, the proficiency of the principal's management directly correlates with the effectiveness of the mover teachers' performance. Additionally, the hypothesis test outcomes indicate a clear association between variable X (principal's management) and variable Y (mover teachers),

affirming the acceptance of H_a , which states, that there is an effect of principal management on mover teachers in implementing the independent curriculum in Gorontalo District.

The better the principal's managerial skills, the better the performance of the mover teachers. So, from the results of the hypothesis test, there is an influence between variable X (principal managerial) and variable Y (mover teacher); in other words, H_a is accepted, namely, there is an effect of principal managerial on mover teachers in implementing independent curriculum in Gorontalo District.

Furthermore, the significance of the influence between the principal's management and the mover teacher is shaped by the opinions of experts regarding the managerial functions that the principal must possess, including [34]: 1) Planning function: This involves a systematic process of planning teacher guidance in the teaching and learning process. It includes setting specific results and goals to be achieved through this planning. In addition, the planning also extends to helping teachers diagnose on students' learning difficulties, providing guidance, and planning the preparation of school budgets and evaluating school work. 2) Organizing function, namely as an activity of dividing tasks to people who have been involved in cooperation to facilitate the implementation of work. Organizing is one of the management functions that needs attention from the principal. The implementation of the organizing function can take advantage of the structure that has been formed in the organization, (3) Directing function, which is an effort to provide guidance, advice, and orders in carrying out the duties of each subordinate so that it can run as planned and is on the specified path, and (4) Supervision function, which is to collect information data about the implementation of cooperation between teachers, principals, counselors, supervisors, and other school officials in educational unit institutions. There are three steps taken in carrying out supervision, namely: (1) conducting corrective action or correction and follow-up; (2) conducting an assessment or evaluation; and (3) setting measuring instruments or standards [35].

Although it can be stated that besides the powerful influence of the principal's managerial skills, there are also other influences from the mover teacher variable. In particular, the competence of the mover teacher is notably influenced by their proficiency in devising learning program plans, implementing research findings into classroom practice, and adjusting teaching materials and methodologies to suit students' characteristics and the academic schedule.

Furthermore, the mover teacher is expected to demonstrate initiative in work, particularly in using diverse learning models based on subject matter and the judicious utilization of school resources. Additionally, teachers must possess work skills, such as managing classroom situations effectively and assessing student learning outcomes. Lastly, communication skills are crucial in the process of layering tutoring.

The anticipated outcomes of the activist teacher education program, particularly in the Senior High School Gorontalo district, encompass activist teachers who can: (1) Develop themselves and other teachers through independent reflection, sharing, and collaboration. (2) Demonstrate moral, emotional, and spiritual maturity in adherence to the code of ethics. (3) Plan, execute, reflect, and evaluate student-centered learning by engaging parents. (4) Collaborate with parents and the community to develop the school and cultivate student leadership. (5) Lead initiatives to actualize a school vision that is student-centric and responsive to the local community's needs. Consequently, it can be inferred that there is a strong influence between the principal's managerial and the mover teacher in implementing the independent curriculum in Senior High School (School of Movers) Gorontalo Regency.

5. Conclusion

The results of this study indicate a relationship between the principal's management abilities and the mover teacher's effectiveness in implementing the independent curriculum, as indicated by the equation derived from simple linear regression: $Y = 49.218 + 0.633X$. In this equation, Y represents teacher performance, and X represents the principal's managerial skills. It suggests that a 1% enhancement in the principal's organizational abilities leads to a 49.218% improvement in the mover teacher's performance. Conversely, a 1% increase in teacher performance influences the principal's managerial skills by 0.633%. The analysis of data processing shows that 66.7% of the impact on variable Y (teacher activator) originates from variable X (principal managerial), while the remaining 33.3% is influenced by unexamined factors outside the study scope.

The findings of this study suggest that education policymakers, both central government, local government, and education councils, need to consider three principal competencies in developing and realizing a student-centered school vision and implementing values of diversity, inclusion, and child-friendly independent learning; such as (1) Developing the competence of themselves and their teachers, (2) Managing the development of a holistic

curriculum that is appropriate to the stage of student development and in a sustainable manner, (3) Developing schools by maximizing school resources and building networks and mobilizing collaboration between stakeholders. This study took a few samples from a few schools with school of movers status, which cannot represent the characteristics and qualities of all principals in Gorontalo. Therefore, future researchers are recommended to investigate the correlation between a more significant number of samples while using longitudinal research.

About the topic of madrasah principals' management and mobilizing teachers in implementing the freedom of learning curriculum, this study can be used as a foothold that the principal as a managerial is required to be able to develop and maximize the potential of mobilizing teachers in a gradual, integrated and sustainable manner, to realize the well-being of the educational ecosystem in schools.

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