

# Academic Supervision of Independent Curriculum Implementation at Elementary School

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## ARTICLE INFO

### Keywords:

academic supervision;  
independent curriculum;  
school of movement

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### Article history:

Received 2023-04-12

Revised 2023-06-29

Accepted 2023-12-17

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## ABSTRACT

This research aimed to examine academic supervision, including planning, implementing, and evaluating learning at a state elementary school in Kedungpilang, Wonosamodro, Boyolali. The respondents in this study were a school principal and five teachers. The technique for selecting samples used purposive sampling, which is a method for sampling data sources with several considerations. The principal is implementing academic supervision for grade 1 and grade 4 teachers, who have implemented the independent curriculum, while other classes still use the 2013 curriculum. This research method is a qualitative phenomenology with a case study. The data were collected through observation, interviews, and documentation. Data analysis techniques used were flow, data reduction, and data presentation at the verification stage. Testing the validity of the data was carried out by using a triangulation approach. The academic supervision results for two teachers during the planning stage were both in the suitable category, with recap values of 86% and 89%, respectively. During the implementation stage, the class 1 teacher received a score of 86% in the excellent category, while the class 4 teacher achieved a score of 91% in the outstanding category. In the evaluation stage, both teachers were again in the excellent category, with recap scores of 86% and 85%, respectively.

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## 1. INTRODUCTION

The curriculum is one of the most important strategic elements of the education system. This view is the foundation that the curriculum covers the goals achieved and provides an understanding of the learning process (Suryaman, 2020). Curriculum implementation requires teachers to carry out mandated programs in accordance with the decisions of legislators. On the other hand, in the formulation of a curriculum by the government and its implementation in schools, teachers can use what is in their environment and themselves to teach subject matter to certain students while still remembering government orders. For example, to students who have special needs, such as students

who experience learning difficulties, namely by giving them special time to understand the concept of the lesson being conveyed. Learning barriers have an impact on students lagging behind in subject matter compared to other students. Both the teaching image of the teacher as implementing the curriculum and the teacher as the curriculum maker are mutually exclusive (Craigs, 2023). Curriculum development by the government implemented in schools provides flexibility for teachers to use the resources around them and their personal knowledge in teaching subject matter to students, especially those who have special needs, such as students who experience learning difficulties. Teachers give special time to students with learning disabilities to understand the concepts of the lessons being taught. This is important because learning barriers can cause a lag in mastery of subject matter compared to other students. So, curriculum implementation involves teachers implementing programs mandated by law. On the one hand, teachers are responsible for running the program in accordance with legislators' decisions. On the other hand, curriculum development is carried out by the government and involves the contribution of teachers who use the resources around them and their own knowledge to teach subject matter to students while complying with government orders. This shows that the teacher's role in the context of the curriculum is dual. As curriculum implementers, they must carry out the program that has been determined by complying with applicable policies and laws. As curriculum makers, they contribute to curriculum development by using their own knowledge and experience to create a learning environment that suits students' needs.

The Independent Curriculum is used in grades I and IV at the elementary school level. Not every class will fully implement the independent curriculum in the 2022–2023 academic year. Elementary classes I and IV, junior high school classes VII and X, and high school class X are all part of the implementation (Alimuddin, 2023). On the other hand, the independent curriculum is defined as an approach to education that lets students show off their prior knowledge and abilities in an environment conducive to their comfort, relaxation, joy, and lack of stress. According to Rahau et al. (2021) and Arisanti (2022), in addition to the expectation that the independent curriculum will be comprehensive, interesting, and taught by the student on their own, independent learning places an emphasis on creativity and uniqueness. We will not be using the independent curriculum in every class. Teaching methods that put pupils at ease, make them laugh, and remove any sense of pressure are hallmarks of an independent curriculum. We anticipate that the independent curriculum approach will provide engaging, thorough, and self-directed instruction. With this, we hope to make it easier for students to show what they can do and give them more leeway to study what they're interested in.

The Merdeka Curriculum is implemented in stages, the implementation is begun mover schools or *sekolah penggerak*. *Sekolah Penggerak's program* aims to realize the vision of Indonesian education that is modern, strong, independent, and has character. The primary objective of *Sekolah penggerak* program is to develop comprehensive student learning outcomes, starting with outstanding human resources (principals and teachers), including competency (literacy and numeracy) and character. *Sekolah Penggerak program* will accelerate the progress of public and private schools to several higher levels in all schools. The teacher will complete this project gradually and integrally with all schools in Indonesia that use the Independent Curriculum (Angga et al., 2022). *Sekolah penggerak* aim to improve the quality of education in Indonesia by focusing on developing student competence and character. This program is expected to improve overall student achievement in all schools involved in the use of the Independent Curriculum.

*Sekolah penggerak program* is an initiative to improve student learning standards with five breakthroughs to help schools rise 1-2 levels over three academic years. The ultimate definition of the *Sekolah penggerak program* is to produce learning outcomes above the anticipated level with a safe, comfortable, welcoming, and enjoyable learning environment. *Sekolah penggerak* emphasize achieving comprehensive student learning outcomes using the Pancasila student profile, which combines character skills with cognitive competence (literacy and numeracy) for school principals and teachers (Abidin et al., 2017; Dewi et al., 2021; Ekowati et al., 2019; Frankel et al., 2016; Tyas et al., 2022). Literacy is a term that refers to reading and writing activities and is closely related to individual abilities to think

critically, creatively and innovatively. Deeper literacy is a deeper part of literacy about written texts and related activities. Numerical literacy is a competency possessed by someone in reasoning, which means describing and exploring expressions in manipulating mathematical symbols found in everyday life, expressed orally or in writing. Numerical literacy is a skill a person possesses in using characters, reasoning, and everything related to numbers and primary mathematical forms in solving problems in everyday life (Sumarsih, Marliyani, Hadiyansah, Hernawan, & Prihantini, 2022). The importance of developing literacy and numeracy in education, as well as the need for innovative and student-focused approaches in school culture. Education that includes aspects of literacy and numeracy will assist students in developing critical, creative, and innovative thinking and prepare them to become graduates according to Pancasila values.

Teachers have an essential role in implementing the learning process in schools. Education is experiencing rapid development, requiring teachers to have various abilities to create a conducive learning atmosphere and develop students' abilities (Rahmawati & Khoirurrosyid, 2022). Monitoring and evaluation are needed to keep a teacher's professionalism under control. Academic supervision is one method of teacher supervision. The supervision process is to practice the work done; it doesn't show errors but can raise learning standards. This is relevant to previous research, namely, the quality of learning in elementary schools is closely related to several factors. Vienna in Sutopo et al. (2020), three components contribute to quality: students (raw input), learning environment (environmental information), and learning facilities (study facilities). The primary input component includes students' intentions, talents, intelligence, and maturity. The importance of the teacher's role in learning, the need for monitoring and evaluation to maintain teacher professionalism, as well as the factors that affect the quality of learning in elementary schools. All of this aims to create an optimal learning environment and improve students' abilities in the learning process.

The value of academic supervision is derived from the fact that education is a crucial aspect of human existence. Quality education will produce quality human resources who can compete globally. Several parties, including teachers, academic advisors, parents, and the community, must work together and actively to achieve quality of education. Academic supervision is an effort made by schools or educational institutions to improve the quality of education they provide. Through academic supervision, academic supervisors can provide constructive input and suggestions for teachers in learning and teaching activities. With academic supervision, it is hoped that effective, efficient, and quality learning and teaching processes can be created and create superior students. Therefore, educational leadership has become essential in the world of education and teaching. Academic supervision is carried out with the aim of improving the quality of learning and teaching to contribute optimal benefits to students. The process of academic management is carried out through various methods, such as direct observation, interviews, document analysis, and so on. Therefore, the primary purpose of educational leadership is to support teachers in advancing their professional abilities rather than evaluating how well they manage the learning process (Bahri, 2014). Academic supervision has an important role in improving the quality of learning. Such supervision focuses not only on evaluating teacher performance but also on their professional development. With effective academic supervision, it is hoped that teachers can continue to improve their abilities and provide quality learning for students.

Academic supervision is essential to help encourage a teacher's professionalism so that learning can achieve goals. But the phenomenon, in the field, there are still many educators who are not aware of the importance of academic supervision carried out by the principal. They think that academic supervision is a burden for them. It only adds to the work because you have to prepare all the administration of learning, start preparing lesson plans, and carry out learning to carry out evaluations. The school principal carries out academic supervision. It's relevant to the research conducted by Kuspini et al. (2022), namely, one of the main tasks of the principal is to carry out academic supervision at the school he leads, to sustainably improve the quality and quality of education.

The principal's principalial duties include, as stated by Putri and Wibowo (2018), enhancing classroom management and instruction through providing constructive feedback and suggestions to instructors in an effort to raise standards in the field (Lalupanda, 2019). To raise the level of professionalism among educators, principals should routinely conduct academic monitoring. Academic supervision aims to achieve the following: 1) to raise the level of professionalism among teachers, 2) to establish systems for ensuring high-quality work, and 3) to boost morale. A better setting for monitoring student learning and professional development in education is what supervision is all about (LPPKS, 2017). Consequently, school principals' academic monitoring is crucial to improving classroom conditions, teacher quality, and education overall.

This academic supervision does not run optimally if there is no continuity from the principal due to the lack of maximum implementation of the educational supervision program. In line with put forward Sahertian in Ahmed (2015), academic supervision that can improve a teacher's performance is carried out systematically, planned, and continuously. This phenomenon is happening in Indonesia and Bangladesh, namely that academic supervision of elementary schools is not being carried out effectively at present, and the leading national concern is the deteriorating standard of primary education in this country. As a result, the basic foundations of our education system are still fragile due to poor teaching skills and mismanagement of primary schools (Alam, Haque, & Banu Akter, 2021). Therefore, the continuity of a school principal and teacher awareness of the importance of academic supervision needs to be built properly.

Academic supervision has been the subject of studies conducted by a number of scholars in the past. The supervision in SMP 1 Ketahun was studied by Anissyahmai and Rohiat in 2017. As a supervisor, a school administrator is responsible for conducting frequent evaluations of teachers and offering guidance on how to improve both their practice and the quality of student learning. In an effort to raise the bar for educators and their practices, Lalupanda (2019) undertook school action research. An effort to improve teaching is the goal of the principal's academic supervision. Changes to learning goals, instructional materials, methods, assessment, and teacher assessment are all part of this process, as are the selection, motivation, and training of instructors for career advancement. Academic supervision can help teachers understand their roles and duties in the classroom. How does academic monitoring impact teachers' professionalism? Bahri (2014) sought to answer this question. Educational leadership has the potential to inspire educators to provide high-quality pedagogical resources, according to research by Musyadad et al. (2022). Academic supervision by school administrators is a strategy for teacher improvement, according to Ilmu et al. (2018). Sahmudin (2019) and related research to help teachers become better teachers overall and better learners. In public primary schools, Safitri et al. (2019) detail the effectiveness of academic supervision by the principal. The relationship between SMK teachers' job dedication, pedagogical knowledge, educational management, and transformational leadership (Sukayana et al., 2019). As stated by Nuryani et al. (2022). The purpose of this study is to investigate the faculty's understanding of academic supervision concepts at SMP Negeri 2 Kroya. Accordingly, academic supervision is essential for raising standards of professionalism, instruction, and pedagogy, according to the results of these studies. Several facets of academic supervision, both in terms of implementation and perception, have been illuminated by these investigations.

Meanwhile, this research focused on academic supervision of the Merdeka Curriculum at the *sekolah penggerak*. Academic supervision is provided by the school principal for grade 1 and grade 4 teachers at SD Negeri 1 Kedungpilang, Wonosamodro District, Boyolali, which includes planning, implementing, and evaluating learning. Only grades 1 and 4 are subject to independent curriculum supervision because only these two classes have adopted it; grades 2, 3, 5, and 6 continue to follow the 2013 curriculum.

## 2. METHODS

A phenomenological method was used to conduct this research. In qualitative research, people's explanations and knowledge of their experiences are examined and heard in greater detail. The purpose

of this study is to describe academic supervision and look at how it is used at SD Negeri 1 Kedungpilang for learning implementation, evaluation, and planning. The research subjects were the principal and teachers of grades 1 and 4, SD Negeri 1 Kedungpilang, Boyolali. Three instruments, namely observation, interviews, and documentation, were used to collect the data.

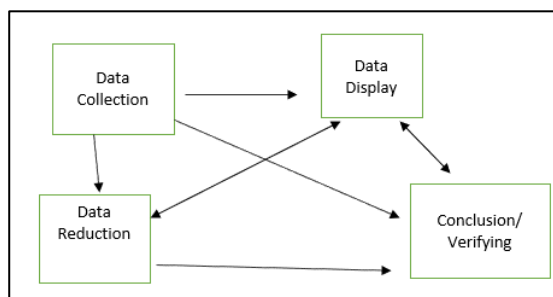
The interviews with the principal were about; (1) How and when the academic supervision process is carried out, (2) How academic supervision impact teachers' performance and students' learning outcomes. Interviews with school principals were conducted at the time of reviewing the results of the teaching module study, namely on March 10, 2023. On the class 1 teaching module study assessment instrument sheet, the learning assessment design was given a score according to all, but the teaching module did not attach diagnostic, formative, or summative. Most of the components of class 1 and 4 teaching modules are in accordance with the components of teaching modules that have been set by the government.

Observations were made by observing the process of learning activities in class. The principal and the researcher made observations when the class teacher was teaching. The learning implementation supervision assessment sheet is filled out by the school principal. The results of the general assessment of both grade 1 and 4 teachers stated that the learning process was going well and that students were actively involved and enthusiastic. Differentiated learning and projects are evident. Using props and IT-based. However, it is still necessary to pay attention to time management so that it can be more precise.

Documentation includes analytical instruments for reviewing teaching modules, learning implementation and evaluation instruments, and supporting evidence. Data analysis techniques used flow, including data reduction, by making summaries or taking important points from conversations. Summary in the form of the results of interviews with school principals and teaching module documents on supervision of lesson planning, observations of school principals and researchers during the implementation of the teaching and learning process, as well as learning evaluation documents and interviews with grade 1 and 4 teachers, along with the school principal. All three data were analyzed in the same way. Data analysis, in Muhadjir's opinion, is the process of conducting, looking for, and compiling notes on discoveries systematically through observation and interviews so that researchers can concentrate on the research they are studying, after which they turn the information into finding material for others, edit, classify, and present it (Musyadad, Tanjung, & Arifudin, 2022).

The data presentation used graphics to show the evaluation results of the implementation of academic supervision, and the verification stage conducted further data analysis to ensure that the conclusions drawn from the data obtained were appropriate and accurate. Testing the validity of the data was carried out using a triangulation. Mix and match information obtained from interviews with school principals, and teachers, observations of the school environment, and documentation analysis. The data sources referred to in this study are interview records, supporting documents such as photos, teaching modules, evaluation documents in the form of formative and summative evaluation analysis, value lists, programs and implementation of learning evaluations, remedial, and enrichment. Experts say that research data processing often uses triangulation techniques. This study applies the data validity technique of data source triangulation, in which the research data search process is based on various research sources such as documents from related institutions, interview results, field observation results, and research documentation (Adellia & Prajawinanti, 2021)

The following is a research framework using the data analysis method used in this study: an interactive model with three parts: data reduction, data presentation, and conclusion (1992:20) (Miles and Huberman). The three components are carried out in one flow and are connected to each other.



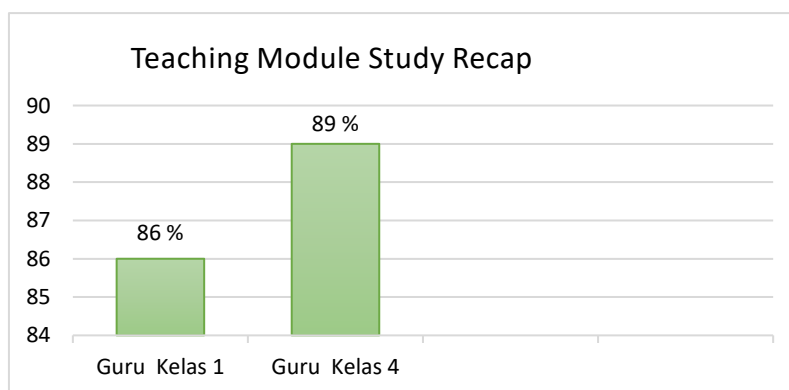
**Figure 1.** Model Interaktif (Milles & Huberman, 1992)

### 3. FINDINGS AND DISCUSSION

The school principal utilises the academic supervision assessment instrument sheet to evaluate the teaching modules developed by the instructor during the lesson preparation phase, as well as throughout the execution and evaluation of the learning process. According to the evaluation tool provided by the school principal to grade 1 teachers, the percentage of students who obtained a final score of 86% was determined. The study on class 4 teaching modules achieved a success rate of 89%. Based on the percentage of recap outcomes, both fall into the category of good performance (B). During the module review process, in addition to utilising instructional modules provided by the teacher, data collection might also involve conducting interviews. The data varies depending on the assessment instrument used for reviewing teaching modules and the teaching modules themselves as documented materials. The researcher's note states that the training module does not have any attachments to diagnostic, formative, or summative assessment questions. Subsequently, the input material was given to the school principal for distribution among the teachers. Achieving a score of 86% in the implementation of class teacher learning indicates that it falls within the good category. The grade 4 teacher achieved a score of 91% in the excellent category. While engaging in teaching and learning activities, the principal conducts observations and completes the learning implementation assessment instrument. The assessment of the supervision of the learning of class 1 and grade 4 teachers resulted in scores falling within the "good" range, specifically 86% and 85%, respectively. Both individuals have conducted learning assessments and recorded them in the form of value lists, assessment analyses, assessment question grids, question banks, remedial questions, and enrichment questions.

#### 3.1 Lesson Plan Academic Supervision

The figure below illustrates the process of supervising academic learning planning by analysing the teacher's prepared teaching modules.



**Figure 2.** Results of Teaching Module Study Recap

**Table 1.** Category of Teaching Module Study Score

Value Intervals	Category
≥70	Not enough
71-80	Enough
81-90	Good
91-100	Very good

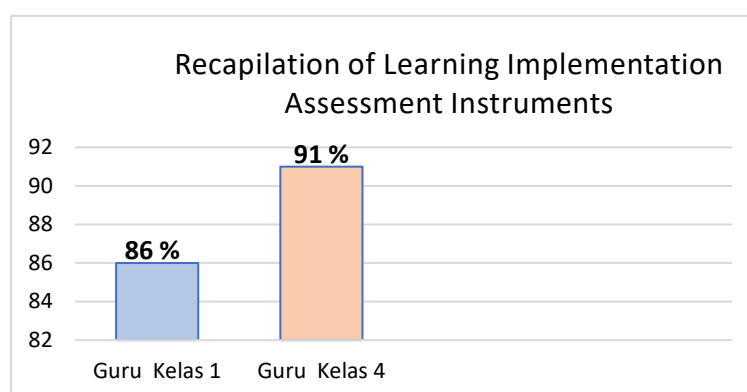
Table 1 above is the score obtained from the review of the module, which contains the components of the teaching module. Percentage:  $\geq 70$  in the less category, 71–80 enough, 81–90 good, and 91–100 very good. So, these categories come from the score obtained divided by the maximum score of all components in the teaching module review assessment instrument. Figure 1 explains that the recap results of teaching modules are as lesson plan or RPP. Figure 1 explains that the recap results of the study of teaching modules are called lesson plans. Based on the teaching module review assessment instrument given by the school principal to grade 1 teachers, the percentage of achieving a final score of 86% While the results of the study of class 4 teaching modules reached 89%. If you look at the percentage of the results of the recap, namely that the class 1 teacher gets 86% and the class 4 teacher gets 89%, then both are included in the good predicate (B). Before learning is put into practice, planning is a very important stage. In order for the implementation of learning to be successful, careful planning is needed. In the independent curriculum, this learning plan is outlined in the teaching module.

Education unit teachers create and formulate autonomous curricular teaching modules. In order to promote active student engagement, teachers at educational institutions must create teaching modules that are complete, methodical, and foster interactive, inspiring, enjoyable, and challenging learning experiences. This allows for ample room for initiative, creativity, and autonomy, tailored to the talents, interests, and phases of students' physical and psychological growth. Furthermore, educators are responsible for designing autonomous instructional modules that necessitate pupils to attain expertise in a specific field of knowledge and aid them in cultivating attitudes and skills (Rahim 2022).

An educator must understand the preparation of teaching modules as a lesson plan. This will result in the implementation of the learning process. The components in compiling teaching modules as a learning planning stage must be listed in the teaching modules. Features in the teaching module include general information, achievements, learning objectives, the use plan details, meeting points, and attachments. This is relevant to research done by Maulinda (2022), namely, the teaching module components in the Independent Curriculum consisting of general information components, core components, and attachments. Each piece contains criteria points. Marisa, (2021) suggests that the educational materials used may be those provided by the government, their own, or modifications made from those offered by the government. One learning module can be used for one semester and only needs to be made once. The concept of a self-directed curriculum was first introduced in grades 1 and 4, with assessments starting in grade 4 (Aprima & Sari, 2022). In conclusion, the components of the Independent Curriculum teaching module are divided into three categories: general information components, core components, and attachments. Instructional resources used in teaching modules can be produced by educators, taken directly from the government, or modified from them. Each component has requirements that must be met. Learning modules only need to be made once and can be used for one semester.

### 3.2 Academic Supervision of Learning Implementation

The recap of the results of the implementation of learning assessment instruments in the ` Natural and Social Sciences subject can be seen from the following diagram:



**Figure 3.** Learning Implementation Assessment Instrument

Figure 3 demonstrates that the implementation of the class teacher's learning resulted in a score of 86%. It signifies that it is classified appropriately. The grade 4 teacher achieved a score of 91%. It signifies that it is in an exceptional category. The table below displays the categories for the learning implementation scores:

**Table 2.** Learning Implementation Score Category

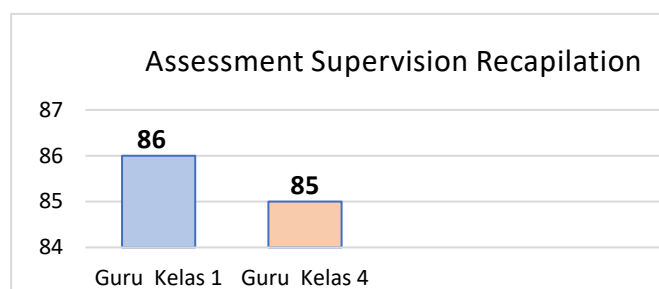
Value Intervals	Category
$\geq 70$	Not enough
71-80	Enough
81-90	Good
91-100	Very good

Table 2 above shows the score obtained from the learning implementation assessment instrument in the form of points contained in the learning activities carried out by the teacher, based on the teaching modules that have been prepared by the teacher. Percentage:  $\geq 70$  is poor, 71–80 is sufficient, 81–90 is good, and 91–100 is very good. So, these categories come from the score obtained divided by the maximum score of all components in the learning implementation assessment instrument. According to the principal's input notes on the learning process assessment instrument, in general, each teacher has done well in learning, and students are enthusiastic and active. Differentiation has also been seen, using various learning methods, as well as using IT-based teaching aids. But the grade 1 teacher has not involved students in using learning media, and the time allocation has not been as planned.

The implementation of the learning process in the independent curriculum no longer uses a thematic approach which has so far only been carried out at the elementary school level; the new curriculum is allowed to be carried out at other levels of education. Thus, at the SD level, grades IV, V, and VI do not have to use a thematic approach in learning; in other words, schools can organize subject-based knowledge. The number of study hours in the Independent Curriculum is determined annually so that each academic unit or school can easily arrange the implementation of learning activities (Barlian et al., 2022). Curriculum Merdeka allows educational units or schools to create and carry out learning activities both with thematic and subject-based approaches.

### 3.3 Academic Supervision of Learning Evaluation

The implementation of academic supervision of lesson plans through studying the teaching modules of the science subject can be seen from the following diagram:



**Figure 4.** Learning Evaluation Supervision Recapitulation

Figure 4 shows that the grade 1 and grade 4 teachers scored in the excellent category, namely 86% and 85%, respectively. Both of them have carried out learning evaluations and have documented them in the form of lists of values, assessment analysis, assessment question grids, question banks, and remedial and enrichment questions. Teachers develop programs and implement evaluation, curative, and enrichment to facilitate assessment or evaluation activities. The score categories in the learning evaluation can be seen in the following table:

**Table 3.** Learning Evaluation Score Categories

Value Intervals	Category
$\geq 70$	Not enough
71-80	Enough
81-90	Good
91-100	Very good

The score obtained from the learning evaluation assessment instrument is displayed in Table 3 above. The tools encompass grade books, evaluation analysis, evaluation programmes, improvement and enrichment, question banks, and other resources. The percentage more than or equal to 70 falls into the poor category, while the range of 71-80 is considered sufficient. A percentage between 81 and 90 is classified as acceptable, while a percentage between 91 and 100 is considered very good. These categories are derived from the ratio of the achieved score to the highest score of all components in the learning evaluation assessment instrument. The independent curriculum incorporates many types of evaluation, including diagnostic, formative, and summative assessments. Each class has a distinct purpose and is utilised in various settings. Diagnostic evaluation is employed to ascertain the proficiency and deficiencies of students in a specific subject or skill. The objective of this is to furnish teachers with information in order to devise classes that cater to the unique requirements of students. Diagnostic evaluations are typically conducted at the beginning of a course to furnish the teacher with an understanding of the students' existing knowledge. Thanks to diagnostic evaluation, teachers can deliver tailored education that aligns with the specific scenario and individual needs of students (Rahmadayanti & Hartoyo, 2022).

According to Ediyanto (2016), formative assessment is a method of monitoring student learning and giving feedback to students while they are in the process of learning. The objective is to pinpoint areas of potential difficulty among students and offer them further assistance in order to achieve mastery of the subject matter. Formative assessment is a continuous procedure that takes place throughout the learning journey (Adinda et al., 2021). In order to optimise the learning process, it is imperative that teachers and students employ formative assessment. Formative assessment enables the instructor to discern the strengths and limitations of the learning process that has been undertaken.

Summative evaluation is used in the teaching and learning process to document student progress and serves as an educator's report at the end of student learning (Nasution, 2022). The aim is to measure students' mastery of a particular subject or skill. Summative assessments can take the form of exams, projects, or essays, which are evaluations carried out at the end of the lesson. Student progress can be tracked by using feedback from these final (summative) assessments, which can help teachers and

schools plan their classes for upcoming assignments (Nasution, 2022). Summative evaluation allows instructors to have a clear picture of student achievement and use that information to create future learning that is more successful.

The linkage between planning, implementation, and evaluation of this learning becomes food for thought for an educator. These three stages are interrelated and form a continuous cycle in the learning process. Lesson plans or teaching modules will affect the implementation of learning, and the results of learning evaluations will provide information for the improvement and development of further learning plans. Amaliawati, 2022, They are making independent curriculum teaching modules by each of its elements, such as:

A. General information, which includes:

1. Name of the module maker
2. Initial competence of the module
3. Pancasila Student Profile
4. Facilities and infrastructure
5. Target students
6. The learning model used

B. Core Competencies:

1. Learning objectives
2. Meaningful understanding
3. Simple questions or lighters
4. Learning activities
5. Assessment
6. Enrichment and remedial
7. Reflection by teachers and students

C. Attachments consisting of:

1. LKPD
2. Student teaching materials
3. Glossary
4. Bibliography

In general, the implementation of learning consists of three stages, namely the preliminary stage, core activities, and closing, both the independent curriculum and the previous curriculum. Prastowo, 2015 the teacher's actions in the introduction are in line with the preliminary activities outlined in the Republic of Indonesia Minister of Education and Culture No. 81a of 2013 teacher activities include: (a) preparing students to participate in the learning process by preparing them physically and psychologically; (b)-Ask questions about the subject being discussed and relate it to the material still to be covered; (c) lead children to the challenges; (d) Deliver learning objectives; (e) Provide a brief description of the content and exercises. The closing activity is the last exercise in the implementation of learning shows that the teacher evaluates each student as a whole and in groups during closing activities: (a) After a series of learning activities is completed, the results will be combined with the direct or indirect benefits of learning outcomes; (b) Feedback on learning procedures and outcomes; (c) Complete follow-up tasks in the form of assignments, both individual and collaborative tasks; (d) Notify the schedule of learning activities for the next meeting (Pohan & Dafit, 2021). There are three stages to the implementation of learning in general: the opening, the main activities, and the closing. This stage is still crucial to the learning process in both the Merdeka Curriculum and the prior curriculum. Preliminary activities include getting students physically and mentally ready, posing questions about the subject matter to be covered, leading them to challenges, explaining the learning objectives, and giving a quick overview of the material and exercises to be completed. During closing activities, the teacher assesses the group as a whole and each student individually. As part of this review, learning outcomes are combined with direct and indirect benefits from learning; feedback is

given on the learning process and results; follow-up tasks are completed; and the learning agenda of the following meeting is informed.

Evaluation of learning is a procedure to ascertain whether students have learned what they were supposed to. A diagnostic assessment is used in the autonomous curriculum as an initial evaluation of learning to determine students' starting points. The diagnostic evaluation aims to identify students' basic skills and establish their initial conditions. Non-cognitive diagnostic evaluation and cognitive diagnostic evaluation are two categories of diagnostic evaluation. The purpose of the non-cognitive diagnostic evaluation is to ascertain students' psychological and social functioning and their home study habits. Students' family circumstances understand their social background, personalities, learning styles, and interests. Cognitive diagnostic tests are used to determine a student's level of competency and adapt classroom instruction to that level (Nasution, 2022).

The formative assessment focuses more on the new paradigm curriculum than the summative assessment. The productive assessment results can be used as a basis for further improvement, and educators learn what to do the next day to create constructive, enjoyable, and meaningful learning. A summative assessment will be carried out at the end subject matter or scope of material. Summative evaluations can be completed at the end of course materials or the end of the semester. This summative assessment aims to measure the achievement of student learning outcomes over a certain period based on teacher achievement standards (Budiono & Hatip, 2023).

One of the fundamental skills that all instructors should have is managing student learning, which includes getting to know students, planning and executing instruction, assessing learning outcomes, and assisting students in realizing their unique potential (Hamdi et al., 2022). Knowing the requirements and characteristics of specific students, including their backgrounds, interests, capacities, and learning styles, is a fundamental competency required of teachers. Teachers may create instruction that is both relevant and efficient by getting to know their students on a deep level. Additionally, teachers must be able to structure their lessons according to specific learning goals. Additionally, they must be able to effectively manage learning activities, including managing time, offering pertinent learning resources, and modifying teaching tactics to meet the requirements of their pupils. The ability to accurately assess students' growth and accomplishments is a must for instructors. This entails utilizing a range of evaluation techniques to gauge students' comprehension, competency, and mastery of the subject matter. An effective evaluation aids teachers in determining the extent to which students have met learning objectives, helps them determine the best course of action, and helps students reach their full potential. An instructor may establish an inclusive, friendly, and productive learning environment that allows each student to reach their full potential by developing their skills in managing student learning.

#### 4. CONCLUSION

According to the explanation above, academic supervision for class 1 and class 4 teachers at SD Negeri 1 Kedungpilang, Wonosamodro, and Boyolali involves planning, implementation, and evaluation: (1) In the lesson planning stage, grade 1 teachers scored 86% and grade 4 teachers 89% on teacher-compiled modules. Both are good. Teachers can arrange, accept, or alter government-prepared Merdeka Curriculum teaching modules in the independent curriculum. Class 4 teacher scored 91%. Previous teacher-developed teaching modules must be used to execute learning. Good goals, time management, student involvement, etc. (3) Both class 1 and class 4 teachers receive good evaluation scores of 86% and 85%, respectively. Evaluations of learning include lists of values, assessment analysis, assessment question grids, question banks, remedial and enrichment questions, and programs and implementation. The number of components in the assessment instrument for the primary supervision of each instructor, the teaching module review instrument, the learning implementation instrument, and the learning evaluation instrument determined the percentage outcomes for each stage. Good

academic supervision can help teachers create more effective and efficient teaching modules by identifying their learning implementation strengths and flaws. Effective learning helps evaluate learning and improve the next lesson plan. To attain learning goals, these three things must be managed synergistically. This study has several flaws, thus it is desired that future researchers will undertake academic supervision research in other elementary school or higher courses as reference material.

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