

# Managerial Implementation of Madrasah Heads in Adjustment of Curriculum Changes: Study on the Implementation of the Independent Curriculum and the 2013 Curriculum at Madrasah Aliyah Swasta Darrussalam Kampung Banjir Gunung Tua

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## ABSTRACT

This study aims to describe the implementation of the principal's managerial functions in adapting to curriculum changes at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua. The study focuses on planning, organizing, implementing, and controlling functions in the application of the 2013 Curriculum and the Merdeka Curriculum. A qualitative approach with a case study design was employed. Data were collected through observation, interviews, and documentation. Informants included the principal, vice principal for curriculum, teachers, and education staff. Data were analyzed using the Miles, Huberman, and Saldaña model consisting of data reduction, data display, and conclusion drawing. The findings show that the principal implemented managerial functions through curriculum program planning, teacher task distribution, educator development, academic supervision, and regular learning evaluation. The adaptation strategy involved curriculum team coordination, teacher training, innovative learning development, and strengthening a collaborative organizational culture. Supporting factors include leadership quality, teacher collaboration, curriculum training, and adaptive organizational culture. Inhibiting factors include limited teacher understanding of the Merdeka Curriculum, inadequate facilities, resistance to change, and rapid policy shifts. The study concludes that the success of curriculum change implementation is strongly influenced by the effectiveness of the principal's managerial functions in managing educational transformation.

## 1. INTRODUCTION

Previous studies have shown that leadership plays a crucial role in the successful implementation of curriculum change. Principals are identified as key actors in improving teacher performance and educational quality (Desy et al. 2022, 112). Managerial leadership has been found to significantly influence the success of curriculum implementation in schools (Nurlaeli et al. 2024, 78). Furthermore, principal leadership contributes to improving educational quality through the implementation of the Merdeka Curriculum (Mukhlisin et al. 2024, 90). In addition, supervisory practices by principals have been shown to enhance teachers' understanding of curriculum reform and strengthen collaborative school culture (Markus et al. 2025, 101). Transformational leadership has also been emphasized as an important factor in supporting curriculum innovation and educational improvement (Agustian et al. 2024, 88). These findings indicate that leadership and managerial capacity are essential in ensuring successful curriculum implementation. This dual implementation creates managerial complexity in planning, organizing, implementing, and evaluating learning processes. Moreover, studies specifically examining the managerial functions of madrasah

principals in managing curriculum dualism in Islamic educational institutions remain limited. This indicates a significant research gap regarding how educational leaders manage curriculum transition in real institutional contexts. Based on preliminary observations at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua, both the 2013 Curriculum and the Merdeka Curriculum are implemented simultaneously. This condition causes difficulties for teachers in understanding curriculum differences, preparing learning tools, and applying appropriate assessment systems. In addition, variations in teacher readiness and understanding further affect the effectiveness of curriculum implementation. Coordination in curriculum management has not yet been fully optimized, indicating the need for stronger managerial roles from the principal in guiding the transition process. From a theoretical perspective, managerial functions consisting of planning, organizing, actuating, and controlling are essential for ensuring institutional effectiveness (Terry 1977, 32; Leithwood 2012, 54). Educational change is also understood as a process of organizational transformation that requires strong leadership, collaboration, and adaptability (Fullan 2007, 76). Therefore, the principal plays a strategic role as a change leader who directs, facilitates, and mobilizes all school members in facing curriculum transformation. The success of curriculum implementation is highly dependent on the principal's ability to perform managerial functions effectively and continuously. This study is therefore conducted to analyze the implementation of the principal's managerial functions in managing the transition between the 2013 Curriculum and the Merdeka Curriculum at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua. It also examines the strategies used by the principal in managing dual curriculum implementation and identifies supporting and inhibiting factors in this process. The study uses a qualitative case study approach involving observation, interviews, and documentation, with data analyzed using the Miles, Huberman, and Saldaña model. The expected outcome of this research is to provide a comprehensive understanding of how managerial functions influence curriculum transition effectiveness in madrasah settings and to contribute both theoretically and practically to the improvement of educational leadership in similar contexts

## 2. METHODS

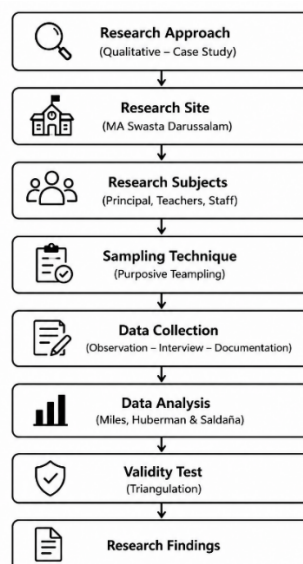


Figure 1. Methods

This study uses a qualitative approach with a case study design. The qualitative approach is applied to gain an in-depth understanding of the implementation of the principal's managerial functions in adapting curriculum changes based on real conditions in the field, particularly in the

context of the simultaneous implementation of the 2013 Curriculum and the Merdeka Curriculum. The case study design is used to explore comprehensively the phenomenon of curriculum transition management within a single educational setting. The research was conducted at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua, located in North Padang Lawas Regency, North Sumatra, Indonesia. This madrasah is selected as the research site because it implements both the 2013 Curriculum and the Merdeka Curriculum simultaneously, making it relevant for studying curriculum transition and managerial practices in education. The institution represents an Islamic secondary school that is currently undergoing adaptation to curriculum change while maintaining ongoing learning processes under two different curriculum systems. The research subjects consist of the principal, vice principal for curriculum affairs, teachers, and education staff. These informants are selected using purposive sampling based on their involvement and understanding of curriculum implementation and managerial activities in the madrasah. The principal is involved as the key informant due to his central role in planning, decision-making, and school management. The vice principal for curriculum provides information related to curriculum coordination and implementation. Teachers contribute data related to classroom implementation, while education staff provide supporting administrative and documentation data.

Data collection techniques include observation, interviews, and documentation. Observation is conducted to observe learning activities, supervisory processes, and curriculum coordination in the madrasah. Interviews are conducted to obtain in-depth information regarding the implementation of the principal's managerial functions in curriculum adaptation. Documentation is used to collect supporting data such as lesson plans, school programs, teaching schedules, and supervision documents. Data analysis follows the Miles, Huberman, and Saldaña (2014) model, which consists of data condensation, data display, and conclusion drawing. Data condensation is carried out by selecting and focusing relevant data from field findings. Data display is presented in descriptive form to facilitate interpretation, while conclusion drawing is conducted by verifying and interpreting patterns from the collected data. To ensure data validity, this study applies triangulation techniques, namely source triangulation and technique triangulation. Source triangulation is conducted by comparing data from different informants, while technique triangulation is carried out by comparing observation, interview, and documentation data. This process is used to ensure the credibility and trustworthiness of the research findings.

### 3. RESULTS AND DISCUSSION

The results of this study describe the implementation of the principal's managerial functions in managing curriculum adaptation at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua. The findings are presented based on processed qualitative data obtained from interviews, observations, and documentation. The data are organized into four managerial functions: planning, organizing, actuating, and controlling. The summarized results are presented in Table 1.

#### 3.1 Implementation of Principal Managerial Functions in Curriculum Adaptation

Managerial Function	Findings	Supporting Theory
Planning	Curriculum coordination meetings, preparation of work programs, teaching assignments, lesson schedules, learning tools, and teacher training identification	Terry (2014)
Organizing	Formation of curriculum team, task distribution, coordination with curriculum vice principal,	Robbins (2016)

	assignment for P5, and communication through meetings	
Actuating	Teacher training, workshops, MGMP participation, guidance in module preparation, and use of innovative learning methods	Terry (2014)
Controlling	Academic supervision, classroom observation, evaluation of learning tools, and feedback provision	Leithwood (2012)

The table shows that the principal has implemented managerial functions in a structured and systematic way. The data indicate that curriculum management is not only administrative but also involves instructional leadership, teacher development, and continuous supervision.

### 3.2 Strategy of Curriculum Implementation

The results show that the principal applies several strategies in managing the simultaneous implementation of the 2013 Curriculum and the Merdeka Curriculum. First, curriculum implementation is divided based on grade level, where Grade X and XI use the Merdeka Curriculum while Grade XII still applies the 2013 Curriculum. This strategy is designed to simplify adaptation and reduce implementation complexity. Second, coordination meetings are conducted regularly between the principal, vice principal for curriculum, teachers, and education staff. These meetings aim to ensure shared understanding and alignment in curriculum implementation. Third, administrative adjustments are carried out to match each curriculum structure, including lesson plans, assessment systems, and teaching schedules. These strategies demonstrate that curriculum implementation is managed in a structured and adaptive manner to ensure learning effectiveness.

### 3.3 Supporting and Inhibiting Factors

The findings also identify supporting and inhibiting factors in the implementation process.

Supporting Factors	Inhibiting Factors
Active principal leadership	Teacher adaptation difficulties to Merdeka Curriculum
Teacher collaboration	Complex dual curriculum administration
Effective communication	Differences in student learning abilities
Continuous training (workshops, MGMP)	Adjustment of learning methods
Availability of learning facilities	Limited readiness of some teachers

The table shows that although many supporting factors strengthen curriculum implementation, several challenges still affect its effectiveness, particularly related to teacher readiness and administrative complexity.

## DISCUSSION

In the discussion section, the findings of this study are connected with the basic concepts of managerial functions in educational leadership and curriculum implementation, particularly planning, organizing, actuating, and controlling. The results indicate that the principal of Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua has implemented these four managerial functions in managing the simultaneous application of the 2013 Curriculum and the Merdeka Curriculum. This aligns with Terry's management theory (2014), which states that effective management requires a systematic process starting from planning, organizing, actuating, and controlling to achieve organizational goals. The findings confirm that curriculum change management in educational institutions requires structured leadership functions to ensure effective implementation. The planning function in this study is reflected in the principal's efforts to coordinate curriculum programs, assign teaching duties, arrange learning schedules, and identify

teacher training needs. This is consistent with Terry (2014), who emphasizes that planning is the foundation of organizational effectiveness. The organizing function is shown through the formation of curriculum teams, distribution of tasks, and coordination among teachers and administrative staff. This finding is in line with Robbins (2016), who explains that organizing is the process of structuring roles and coordinating resources to achieve organizational goals efficiently. The actuating function is evident in the principal's efforts to motivate teachers, facilitate training activities, and encourage the use of innovative learning methods. This supports Fullan's (2007) theory that educational change requires continuous professional development and strong leadership support. Meanwhile, the controlling function is carried out through academic supervision, classroom observation, and evaluation of learning activities. This aligns with Leithwood (2012), who states that monitoring and feedback are essential to improving instructional quality and ensuring effective learning implementation.

When compared with previous studies, the findings of this research are consistent with Desy et al. (2022), Nurlaeli et al. (2024), and Markus et al. (2025), which highlight the importance of principal leadership in curriculum implementation and teacher development. However, this study also reveals a specific condition that differs from most previous research, namely the simultaneous implementation of the 2013 Curriculum and the Merdeka Curriculum within one institution. This condition creates additional complexity in management, particularly in teacher adaptation and administrative workload, which has not been extensively discussed in earlier studies. The implications of these findings are both theoretical and practical. Theoretically, this study strengthens the concept that managerial functions are essential in managing educational change and curriculum transformation. Practically, the findings suggest that principals need to strengthen coordination, improve teacher training, enhance supervision systems, and develop adaptive school management strategies to effectively manage dual curriculum implementation. Thus, the success of curriculum change is highly dependent on the effectiveness of the principal's managerial leadership in guiding, organizing, and controlling educational processes.

#### 4. CONCLUSION

This study concludes that the implementation of the principal's managerial functions in adapting curriculum changes at Madrasah Aliyah Swasta Darussalam Kampung Banjir Gunung Tua has been carried out through four main functions, namely planning, organizing, actuating, and controlling. The planning function is implemented through curriculum coordination, preparation of work programs, distribution of teaching assignments, and identification of teacher training needs. The organizing function is carried out through the formation of curriculum teams, task distribution, and coordination among teachers and education staff. The actuating function is reflected in teacher guidance, motivation, and professional development through training and MGMP activities. Meanwhile, the controlling function is implemented through academic supervision, classroom observation, and evaluation of learning activities. The principal's managerial strategy in managing the simultaneous implementation of the 2013 Curriculum and the Merdeka Curriculum is carried out by dividing curriculum implementation based on grade level, strengthening coordination among school members, and improving teacher competence through continuous training. These strategies help ensure that the learning process runs in a structured and adaptive manner despite the complexity of implementing two curricula at the same time. In addition, the implementation of curriculum change is influenced by supporting factors such as active leadership, teacher collaboration, communication effectiveness, and training opportunities. However, several challenges still exist, including teacher adaptation to new curriculum demands, administrative complexity, differences in

student characteristics, and adjustment of learning methods. Overall, the success of curriculum implementation in the madrasah is highly dependent on the effectiveness of the principal's managerial functions in organizing, guiding, and supervising all educational activities in a structured and continuous manner.

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