

## THE HEAD OF RAUDHATUL ATHFAL'S SUPPORTIVE BEHAVIOR PRACTICES IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM


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**Abstract:** *This study aims to describe and analyze the practice of supportive behavior by the head of RA Nurul Dzikri in the implementation of the independent curriculum. This study uses a qualitative research approach and a type of phenomenological research. Informants in this research included the headmaster and teachers at RA Nurul Dzikri. Data was collected by interview, observation, and documentation techniques and then analyzed using the data analysis technique of Miles and Huberman's model consisting of data reduction, data display, and verification stages. Based on the research results, it can be seen that the practice of supportive behavior towards teachers in the implementation of the independent curriculum at RA Nurul Dzikri is carried out through efforts, namely: (1) Establishing a working relationship with teachers in implementing the independent curriculum; (2) Assisting teachers in implementing the independent curriculum; (3) Listening to the teacher's ideas in implementing the independent curriculum; (4) Motivating, encouraging and praising teachers in implementing the independent curriculum; and (5) Encouraging teachers to try using new methods or strategies in implementing the independent curriculum. These five efforts have made teachers feel that their ideas and creativity are valued by their leaders, have helped teachers in their work, and have created harmonious*

*relationships so that teachers can work on implementing an independent curriculum with high work motivation.*

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**Keywords:** *Independent Curriculum, Leadership, Head of RA, Supportive Behavior Teachers.*

## **A. Introduction**

There are four components in the education field: teachers, students, curriculum, and environment. The four components are interrelated and the curriculum is a component that will connect teachers and students (Remillard, 1999). Teachers will educate their students based on the developed curriculum. Then students learn to achieve a set of learning objectives and learning materials designed in the curriculum. So it can be said that the curriculum will influence the continuity of learning activities organized by the teacher for his students (Karakuş, 2021).

The description above shows the vitality of the curriculum in the delivery of educational services. The government then becomes the party that determines more about the curriculum design that must be implemented by all educational institutions at all levels, from early childhood education to tertiary education.

At the early childhood education level, an independent curriculum is currently being implemented. But not all early childhood education institutions can implement it (Fadillah & Yusuf, 2022). This is because not all leaders and teachers in early childhood education institutions have adequate knowledge and skills to implement the independent curriculum (Yudha, 2023).

One of the early childhood education institutions that has implemented the independent curriculum is Raudhatul Athfal (RA) Nurul Dzikri Ngemplak Sleman Yogyakarta. RA Nurul Dzikri is one of the early childhood education institutions appointed by the government as a pilot project for implementing the independent curriculum. The appointment was made because the leader not only has knowledge and skills related to the independent curriculum but also has experience in the curriculum development process at the Ministry of Religion and the Ministry of Education and Culture. His knowledge, skills, and experience have also made him a resource person for training on the implementation of the independent curriculum at Raudhatul Athfal in Indonesia.

The knowledge, skills, and experience possessed by the leadership of RA Nurul Dzikri became the capital for him to lead teachers in implementing the independent curriculum. He leads the teachers in implementing the independent curriculum by setting a target or goal and then directing the teachers to achieve it. From a management perspective, this leadership is termed path-goal leadership. In path-goal leadership, an educational leader formulates targets to be aimed at, explains to teachers the steps that must be taken to achieve targets, directs teachers in achieving targets, and supports teachers to be able to work towards achieving targets (Phillips & Phillips, 2016).

Admittedly or not, teachers need the support of education leaders in implementing an independent curriculum. This support gives teachers high work motivation. Support can be given by education leaders to teachers such as providing assistance, providing understanding, providing discussion space, and providing stimulation for teachers to always be creative (Olowoselu et al., 2019).

How vital is the provision of support by education leaders to teachers in the implementation of the independent curriculum the authors view that the supportive behavior practiced by the leadership of RA Nurul Dzikri can be one of the supporting factors in achieving the successful implementation of the independent curriculum. This is what motivated the writer to do this research.

Several studies focus on examining leadership in the implementation of the independent curriculum. First, Alfian Yogi Saputra and Zaka Hadikusuma Ramadan's research entitled "Gaya Kepemimpinan Kepala Sekolah dalam Pelaksanaan Kurikulum Merdeka Belajar". His research is aimed at analyzing the leadership style of school principals in implementing the independent learning curriculum in elementary schools (Saputra & Ramadan, 2023). Their research is more focused on examining several leadership styles in the implementation of the independent curriculum in elementary schools. The author's research focuses on examining the practice of leadership-supportive behavior in the implementation of the independent curriculum as one form of leadership style path-goal leadership.

Second, research by Erik Hidayat, et al entitled "Efektivitas Kepemimpinan Kepala Sekolah dalam Penerapan Kurikulum

Merdeka". His research aimed to find out the role of the principal in implementing an independent curriculum at SMP Negeri 195 Jakarta (Hidayat et al., 2023). Their research is more focused on examining the role of educational leaders in the implementation of the independent curriculum. The author's research is more focused on examining the practice of leadership-supportive behavior in the implementation of the independent curriculum as one form of leadership style path-goal leadership.

Third, Khalifatus Sa'adah's research entitled "Kepemimpinan Transformasional Kepala Madrasah Terhadap Implementasi Kurikulum Merdeka di Probolinggo". His research is aimed at finding out about the transformational leadership of madrasa principals in the implementation of the independent curriculum (Khalifatus Sa'adah et al., 2023). Their research makes transformational leadership the main study in examining the implementation of the independent curriculum. The author's research makes the practice of leadership-supportive behavior in the implementation of the independent curriculum the focus of his study.

Until now, no research has been found in Indonesia that describes the form of support from leaders of early childhood education institutions such as Raudhatul Athfal for teachers in implementing the independent curriculum. That is why this research is very important to produce guidelines for educational leaders in early childhood education institutions to support teachers so they can work as well as possible in implementing an independent curriculum.

Based on the above description, this research is aimed at describing and analyzing the supportive behavior practices of the head of RA Nurul Dzikri in the implementation of the independent curriculum. Based on the results of the initial study in this research, information can be obtained that RA Nurul Dzikri is one of the early childhood education institutions appointed by the Ministry of Religion as a pilot project in implementing the independent curriculum. Apart from that, based on observation and documentation studies, it can also be seen that RA Nurul Dzikri has become a model early childhood education institution that implements an independent curriculum.

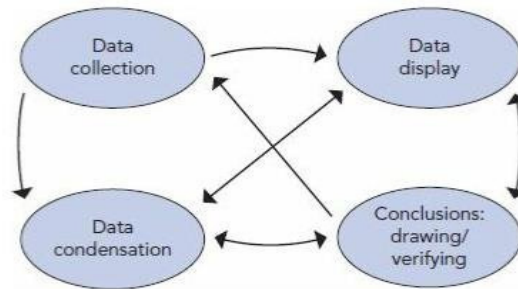
## B. Method

This study uses a qualitative research approach. In this study, the authors conducted a study of a phenomenon without engineering the object of study. This makes this research more natural (Dodgson, 2017). The type of research used is phenomenology. Studies on this type of phenomenological research are carried out in a narrow and in-depth manner (Creely, 2018). In this study, the author specifically and in-depth examines the practice of supportive behavior by the head of Raudhatul Athfal (RA) in the implementation of the independent curriculum as one of the four behaviors shown by a school principal when applying the path-goal leadership model.

The subjects in this study were school principals and teachers at RA Nurul Dzikri Ngemplak Sleman Yogyakarta. The object of study is the practice of supportive behavior by the head of Raudhatul Athfal and the implementation of the independent curriculum. Data was collected using interview, observation, and documentation techniques. The interview questions were addressed to school principals and teachers at Raudhatul Athfal Nurul Dzikri. In the interview session, the writer uses a type of structured interview. In this type of structured interview, the questions in the interview were developed from research indicators where the research indicators describe the steps in conceptually supportive behavior leadership practices according to Chen and Fernando. Then observations were made by the author to observe the supportive behavior practices carried out by the principal in the implementation of the independent curriculum. Observation results are recorded in field notes (Sugiyono, 2010). Documentation is used to obtain data in the form of documents that are related to the leadership practices of the principal's supportive behavior in the implementation of the independent curriculum.

The data collected was then tested for validity using the data source triangulation technique. In this technique, the authors bring together data from school principals and teachers related to the practice of the principal's supportive behavior in the implementation of the independent curriculum to determine its suitability. If each data is deemed appropriate, it can be said that the data is valid (Moleong, 2010). After that, data analysis was

carried out using data analysis techniques according to Miles and Huberman which consisted of data reduction, data display, and verification (Miles et al., 2018). The Miles and Huberman model analysis technique can be described with the following diagram:



**Figure 1.** The Miles and Huberman Model Analysis Technique

### C. Result and Discussion

Supportive leaders pay high attention to the needs and welfare of subordinates and provide support to subordinates at work (Malik et al., 2014). Supportive leadership behavior is also a leader's emotional support for subordinates at work. Supportive behavior describes the leader's encouragement and friendliness through understanding and responding to subordinates' needs and wants. Supportive behavior can be adopted by leaders to motivate subordinates by building strong emotional bonds with them, supporting their learning attitudes, and increasing trusting relationships with them. The leader's supportive behavior can also be used to increase subordinates' self-confidence which helps subordinates achieve goals. Leaders' supportive attitude can occur when leaders express concern for subordinates, take into account the needs of subordinates, and pay attention to the interests of subordinates when making decisions (Farhan, 2018).

Supportive behavior from a leader towards subordinates is needed by subordinates so that they can work well and with direction. Supportive behavior will make the leader always provide material and non-material support to subordinates in completing their tasks. Material support can be in the form of providing facilities to complete assignments. Non-material support can be in the form of providing guidance, mentoring, and motivation to subordinates in completing their tasks. This support will lead

to subordinate satisfaction at work and subordinates will avoid being put under pressure by superiors at work (House, 1975). The provision of mentoring and coaching can take place optimally when the leader is willing to listen to the complaints of his subordinates and opens the widest possible space for communication for his subordinates (Bickle, 2017).

The results of other studies indicate that supportive leadership behavior influences employee affective commitment and ongoing subordinate commitment is also influenced by a supportive and achievement-oriented leadership style. Then the efforts made to strengthen the commitment of subordinates is to create a friendly work environment and support the psychological development of subordinates (Famakin & Abisuga, 2016).

Other research describes the steps in practicing supportive behavior by leaders as follows: (1) Establishing friendly working relationships with subordinates; (2) Helping subordinates in solving problems at work; (3) Listening to the opinions of subordinates; (4) Motivating, encouraging and praising subordinates' achievements at work; and (5) Encouraging subordinates to try new methods of work (Chen & Fernando, 2022).

Based on the results of data mining, it can be seen that the practice of the head of RA's supportive behavior towards teachers in the implementation of the independent curriculum at RA Nurul Dzikri is carried out through the following steps:

First, establishing a working relationship with teachers in implementing the independent curriculum. Based on the results of the research it can be said that the head of RA Nurul Dzikri mastered the independent curriculum both in terms of concept and practice. However, based on the results of interviews with him, it can be seen that he is well aware that in the development of the independent curriculum, it is the teacher who is the main character. According to him, no matter how good the concept of an independent curriculum is, it is still the teacher's practice that will determine the success of its implementation. This makes the head of the RA always establish a harmonious relationship with the teacher so that the teacher can work on implementing the independent curriculum according to his expectations.

Teachers in the context of curriculum management have a

very important role, both in terms of curriculum planning and implementation. Teachers are planners, implementers, and curriculum developers for their classes. It can be said that teachers are the front line of curriculum development (Huda, 2017).

Based on the results of interviews with teachers, it can be seen that the head of RA Nurul Dzikri maintains relationships with teachers both formally and non-formally. A good or harmonious relationship between the principal and the teachers can make it easier for the principal to describe the various tasks that must be carried out by the teacher in various predetermined programs (Nordin et al., 2020). The ability of the principal to establish a harmonious relationship with the teacher will be greatly influenced by the positive behavior of the principal himself, where his positive behavior will be greatly influenced by his personality competence and social competence (Huang, 2011). Various strategies can be used by school principals to build harmonious relationships with teachers.

Based on the results of interviews with the head of RA Nurul Dzikri, it can be seen that formally the relationship is built through work meetings, and briefings before learning and other PAUD activities begin, as well as through discussion activities after the implementation of learning and other PAUD activities such as habituation activities, implementation of activities P5 and PPRA, and cultural performances. Whereas informally it is done by opening a chat with the teacher during recess or at home time when the teachers are waiting for the parents to pick up their children.

The teacher revealed that the head of RA Nurul Dzikri built a multi-way relationship with teachers. There are times when the head of RA Nurul Dzikri maintains a top-down relationship, and there are times when he establishes a bottom-up relationship. Top-down relationships are mostly done formally. Meanwhile, bottom-up relationships are mostly done in a non-formal way. Even though formal relations are carried out in a top-down manner, the head of RA opens the communication channel for all teachers as widely as possible. In this relationship, teachers are allowed to explore their thoughts and emotions related to what will be done and what has been done in the implementation of the independent curriculum. Then the head of RA Nurul Dzikri



immediately responded and planned an activity as feedback. This makes the teachers feel that their ideas and work results are valued by the leadership.

Meanwhile, non-formal relations are mostly carried out to familiarize the relationship between leaders and teachers and between teachers themselves. This non-formal relationship can be carried out directly and indirectly through the WA group of RA teacher Nurul Dzikri. At first glance, this seems normal, but the creation of close relationships between colleagues has shown that the head of RA Nurul Dzikri and the teachers have strong social competence.

The teacher revealed that the ideal relationship between leaders and teachers and between teachers is a relationship that is forged with mutual respect, mutual care, mutual understanding, and love for each other even though they come from different organizational backgrounds, different understandings, and even different ethnicities. Head of RA Nurul Dzikri revealed that indirectly such an attitude has made teachers a role model in the implementation of character education for early childhood in the school environment.

Head of RA Nurul Dzikri revealed that to realize this ideal relationship, the head of RA as a leader practices democratic leadership. Head of RA Nurul Dzikri treats teachers as partners, not as subordinates. The results of other studies revealed that the teacher's position as a partner for the school principal can enable the principal and teacher to interact intensively every day. This intensive interaction can be used by school principals to motivate teachers so that they want to participate in the success of school programs, such as in the success of the pilot project program for implementing the independent curriculum at RA Nurul Dzikri (Woods, 2020).

The head of RA Nurul Dzikri does not maintain a communication distance with the teacher; the head of RA is not reluctant to start a chat or conversation with the teacher, the head of RA has an incidental home visit program to the teacher's house, the head of RA holds meetings or briefings and discussions in a family atmosphere, and the head of RA facilitates teachers to hold comparative study activities outside the institution and hold family gatherings.

The activities above make the relationship between leaders and teachers and between teachers healthy, have chemistry in each other's work so that they always have the same vision in implementing the independent curriculum, teachers feel valued, and teachers get job satisfaction. According to the head of RA Nurul Dzikri, this shared vision has made him and the teachers a solid working team in implementing the independent curriculum. Admittedly or not the implementation of the independent curriculum can be successful when all stakeholders are in a solid work team. The results of other studies reveal that teamwork is one of the supporting factors in achieving success in curriculum implementation. This is because in teamwork there will be transactions or exchange of knowledge and collaboration of various skills that need to be applied in curriculum implementation (Data et al., 2021).

In another study, it was stated that the relationship between the principal and the teacher was greatly influenced by his leadership. Leadership that applies a bottom-up communication pattern has the opportunity to be able to establish a harmonious relationship between itself and the teachers it leads. This is because the bottom-up communication pattern can produce strong communication links between the principal and the teacher (Şahenk, 2010).

A harmonious relationship between the principal and the teacher can strengthen the commitment to be in one unit to achieve the objective of an educational program that they have set together (Wahab et al., 2014). This commitment will have implications for stronger work motivation, work ethic, and teacher loyalty to the institution (Mahaputra & Farhan Saputra, 2021). In the context of implementing an independent curriculum, this commitment and work ethic is certainly needed to achieve success in its implementation.

Second, assisting teachers in implementing the independent curriculum. Apart from being a director in the implementation of the independent curriculum, the head of RA Nurul Dzikri as the head of the institution also has a supporting position who always assists teachers in implementing the independent curriculum. It can be said that these assistances were given not only as a form of convenience received by teachers in implementing the

independent curriculum but also as a form of moral support. With this convenience and moral support, teachers have strong work motivation in implementing the independent curriculum.

The results of other studies show that the moral support provided by school principals in implementing the curriculum can make teachers have an optimistic attitude that they will be able to overcome various challenges that will be faced in implementing the curriculum. This moral support is an empathetic attitude from the principal towards the teacher as the main actor in organizing learning activities (Sawing & Nasri, 2022).

Furthermore, the head of RA Nurul Dzikri revealed that strong work motivation as an implication of providing assistance that makes it easier for teachers to work has also made teachers consistent in applying various principles in implementing learning by the spirit of independent learning.

The teacher explained that the forms of assistance provided by the head of RA Nurul Dzikri in implementing the independent curriculum included: (1) Providing clinical supervision services to teachers based on various problems encountered in implementing the independent curriculum; (2) Providing practical examples of the use of various learning methods and learning media that are relevant to the learning principles in the independent curriculum. This was done by the head of RA Nurul Dzikri by holding a learning simulation based on the independent curriculum in front of the teachers directly; (3) Guiding teachers in compiling teaching modules as well as P5 and PPRA modules regularly, starting from guiding in formulating learning objectives, formulating learning materials, compiling the design of learning activities, and preparing the selection of assessment techniques and the preparation of the assessment instruments; and (4) Providing opportunities for teachers to take part in various professional activities that support the successful implementation of the independent curriculum, such as workshops, training and seminars related to the independent curriculum.

The forms of assisting above in the context of developing an independent curriculum at the PAUD level are the embodiment of the fifth step in developing an independent curriculum, namely efforts to provide assistance, evaluation, and professional development. Optimally these efforts will have

implications for the success of the institution in implementing the independent curriculum.

Third, listening to the teacher's ideas in implementing the independent curriculum. Based on the results of interviews with teachers, it can be seen that a harmonious relationship between leaders and teachers makes teachers not reluctant and reluctant to convey their ideas or ideas related to the implementation of the independent curriculum. The teacher revealed that the head of RA Nurul Dzikri as the head of the institution is capable of being a leader who is willing to listen to the ideas and ideas of the teacher. The results of other studies reveal that the ability of school principals to listen to ideas and ideas from teachers can reduce the problem of communication inequality between leaders and teachers to create an attitude of mutual understanding in working to provide educational services (Rony & Aryanto, 2019).

The head of RA Nurul Dzikri can not only be a good listener but also be able to provide understanding to teachers when they experience confusion and even deadlock when trying to actualize their ideas. The teacher revealed that the willingness of the head of RA Nurul Dzikri to hear their ideas and ideas not only made teachers comfortable with his leadership but also made teachers feel valued and even supported and allowed to always actualize their ideas.

Head of RA Nurul Dzikri revealed that he always listens to teachers when they express their ideas. The head of RA Nurul Dzikri realizes that the success or failure of the implementation of the independent curriculum at RA Nurul Dzikri is not only due to personal factors but also due to teamwork factors. According to the head of RA Nurul Dzikri, teachers are their main work partners and they are in a work team. Collaboration between leaders and teachers at work can arise and develop when there is mutual respect, mutual understanding, and mutual respect for the ideas of each member of the work team. This attitude can be well cultivated if the head of RA Nurul Dzikri is willing and able to be a good listener for teachers and can always understand the ideas of teachers.

Head of RA Nurul Dzikri revealed that the ideas that are usually conveyed by teachers in the implementation of the independent curriculum include: (1) Ideas related to the values of moderation

that will be internalized in students in the P5 and PPRA modules; (2) ideas related to the relevance of the learning designs prepared by the teachers with the principles of early childhood learning in the independent curriculum; (3) Ideas in terms of involving parents in PAUD learning activities (intracurricular) as well as in P5 and PPRA activities (co-curricular); and (4) ideas related to various materials used as loose parts media in PAUD learning in the independent curriculum.

Head of RA Nurul Dzikri assists teachers in realizing the above ideas by assisting teachers in organizing learning activities (intracurricular) as well as in organizing P5 and PPRA (co-curricular) activities. The assistance is in the form of mentoring activities for teachers in preparing teaching modules as well as P5 and PPRA modules. The module was made with the guidance of the head of RA Nurul Dzikri as much as possible assisted by the head of RA. The module is not only used by teachers in expressing their ideas but also as a guide for teachers in actualizing their ideas.

Fourth, motivating, encouraging, and praising teachers in implementing the independent curriculum. Strong motivation for teachers in learning as learning citizens and in working through their profession as PAUD teachers also determine the smoothness and even the successful implementation of the independent curriculum.

Based on the results of the interviews, it can be seen that the head of RA Nurul Dzikri realizes that the independent curriculum is a new curriculum that not all PAUD teachers have mastered. This made the head of RA Nurul Dzikri not only diligently motivate teachers to work on providing PAUD services by the independent curriculum but also motivate teachers to always update and upgrade themselves to various latest developments in the PAUD field, especially those related to the implementation of the independent curriculum and the provision of PAUD services that can accommodate the implementation of religious moderation for early childhood.

Based on the results of interviews with the head of RA Nurul Dzikri it can be seen that he motivates teachers to learn and work using three strategies, namely: (1) taking part in positioning themselves as learning citizens with the teachers. This made the

head of RA Nurul Dzikri participate in learning with teachers related to the implementation of the independent curriculum. Based on the results of interviews with teachers, it can be seen that this togetherness makes teachers enthusiastic about learning. Teachers assume that even their leaders want to bother learning about the implementation of the independent curriculum, so they as teachers who incidentally are the main actors in the implementation of the independent curriculum must not be less diligent in studying. Teachers also revealed that their leaders did not hesitate to give praise to them for their success in learning and in practicing their learning outcomes. The motivation and praise given by the leadership to them also made them even more enthusiastic about implementing the independent curriculum at RA Nurul Dzikri.

(2) positioning oneself as a role model for teachers in organizing independent curriculum-based learning activities. Based on the results of observations, it can be seen that the head of RA Nurul Dzikri minimizes giving instructions to teachers. He works more by involving himself in every activity in the implementation of the independent curriculum. Teachers revealed that the involvement of their leaders in work could not only be used as an example for them in working to organize PAUD learning activities by the principles of an independent curriculum but also make them feel cared for and supported by leaders so that this could increase their motivation to work. The teacher also revealed that the head of RA Nurul Dzikri was not reluctant to give praise to teachers who worked according to their expectations. Admittedly or not, this praise for teachers fuels their enthusiasm for work.

(3) making teachers the second main internal customer in implementing the independent curriculum. The first internal customers are students. Meanwhile, the second internal customer is the teacher. This made the head of RA Nurul Dzikri not only provide services to students but also provide services to teachers. This is done by always facilitating teachers in working to implement the independent curriculum. The provision of services performed by leaders to teachers in the implementation of the independent curriculum is proof of the partiality of the head of RA Nurul Dzikri to teachers in carrying out their profession as

teachers. The teacher revealed that this partiality had raised the spirit of work within them.

Providing motivation and praise has implications for strong consistency in teachers to organize learning activities according to the characteristics and principles in the independent curriculum. acknowledged or inconsistent in work will produce a strong work ethic in the teacher. Consistency can give birth to discipline, independence, obedience to rules, responsibility, and a fighting spirit at work.

Fifth, encouraging teachers to try using new methods or strategies in implementing the independent curriculum. Based on the results of interviews with the head of RA Nurul Dzikri it can be seen that the implementation of the independent curriculum must be accompanied by the use of the principle of trial and error. This is because the independent curriculum as the newly implemented curriculum is not fully mature. The independent curriculum is still in the development stage which requires teachers to be able to innovate in providing PAUD services for their students.

Head of RA Nurul Dzikri revealed that educational innovation can be carried out when it provides opportunities for teachers to use new methods or strategies in implementing the independent curriculum. This was done by the head of RA Nurul Dzikri by directing teachers to always use a variety of varied learning methods or strategies. The teacher must not only rely on one method or strategy but must be brave enough to use other methods or strategies not only based on the characteristics of the child and learning materials but also based on the various problems he encounters in the implementation of the independent curriculum.

Based on the results of interviews with teachers, it can be seen that the form of encouragement given by their leaders in using various methods or strategies is to provide various learning media or educational game tools for teachers which gives teachers many choices for using learning media which will automatically bring up the use of varied learning methods or strategies.

Another form of encouragement given by the head of RA Nurul Dzikri to teachers in trying various methods or strategies for implementing the independent curriculum is to show various

objects around the institution that can be used as learning resources and learning media. These objects can be objects that come from nature or used goods which are then used as materials to organize learning activities using loose parts media. The efforts made by the head of RA Nurul Dzikri became a trigger for teachers to design PAUD learning practices with loose parts media, where the use of loose parts media is very suitable for use in the implementation of the independent curriculum because it can make children have broad freedom to be creative while playing. The results of other studies revealed that loose parts contribute to the formation of children's positive behavior, complex verbal and non-verbal behavior make children have optimal development of language skills and make children able to manage risks. Apart from that, loose parts also direct children to play together without distinguishing between gender differences (Flannigan & Dietze, 2018).

Teachers are key figures in implementing the independent curriculum. They can play their role strategically as implementers of an independent curriculum when their leaders provide full support to them in their work. This support can be in the form of moral support or material support. Moral support can take the form of giving trust and authority to teachers to carry out learning innovations, providing motivation, and establishing harmonious relationships with teachers. Meanwhile, material support can take the form of providing maximum facilities for teachers to organize learning as well as providing praise or material rewards to teachers.

And then of course in this study there are limitations. The limitation is that this research has not examined the role of educational supervisors in providing support for teachers in implementing the independent curriculum. Of course, this support must be provided by him because basically, educational supervisors are partners of education leaders. Based on this, the authors provide recommendations to other researchers to examine the practice of supportive behavior from educational supervisors towards education leaders and teachers in early childhood education institutions in the implementation of the independent curriculum.



## D. Conclusion

Teachers need moral support from their leaders in implementing the independent curriculum. That is why educational leaders must be able to practice supportive behavior in implementing the independent curriculum. The practice of supportive behavior has made the principal the party who develops teachers' pedagogical and professional abilities in implementing the independent curriculum by providing psychological support to teachers in the form of providing opportunities for them to express their ideas, giving teachers the authority to carry out learning innovations, and facilitating teachers to be able to work optimally in implementing the independent curriculum. These efforts can make teachers feel appreciated so that harmonious working relationships are created and they are willing to work optimally and be loyal to the institution. This loyalty is the main capital in providing educational services, including in implementing the independent curriculum.

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