

Principal' Leadership and Teacher : Curriculum Change

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Abstract --- The Education growth of a nation depends on the improvement in education. Human development to a great extent on the improvement in Education. The purpose of this study is to investigate the effect of Curriculum Change on Principal' Leadership and Teacher. A literature review was made in Google Scholar and DOI . The finding of the researcher that The Curriculum Change have impact on principals' leadership and Teacher .

Quality of education is a pillar to produce good and reliable human resources, so efforts should always be done continuously improvement curriculum so that the curriculum change quality of education is better. Therefore, it is necessary to make special policies for improvement.

Keywords : Curriculum Change, Principal Leadership, Teacher

I. INTRODUCTION

The goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served [1]. Curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum development and revision.

Curriculum is a complex social and educational construct that leads itself to a plethora of definitions – somenarrow, some broad. Scholars define it to suit their various view points. In general terms, however, curriculum is a systematically organized body of knowledge through which the goals of education can be achieved for the fulfillment of the needs and aspirations of any given society [9]. unsuccessful implementation curriculum change one of is caused by unprofessionalm principal leadership therefore The quality of education will be well implemented if the principal has professionalism so that the principal, with broader and flexible authority, can manage the decision independently.

The role of a school principal in considered as the first and foremost important person in ensuring the effectiveness of school and effeciency in running the school. The principals are the head of the school and the guide of the students and teachers. They not only should be people with high moral standards, very polite in their dealings, optimist and influential, an an interest in human being but also should be a good administrator and must have professional knowledge. Having principal's personality, ideals and thoughts affect all the individuals and all the activities of the school. The social

prestige of the school depends on their polic. Principals play an important role in developing high quality, critical, and community-oriented curriculum leadership. Leadership is often described as the ability to enlist, mobilize, and motivate others to apply their abilities and resources to a given cause.

The role of the principal is significant in sustaining teacher commitment by being attentive to personal and school context factors. Moreover, the principal's role is equally critical in addressing the system context factors that diminish teacher commitment [14].

School leadership is really crucial to energize and bring dynamism to our schools. It is the vital role of a school leadership to nurture professional growth and bring effective leadership to bear in schools. School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment [14].

School leadership nowadays is confronted with ever-changing and fast-growing expectations of what schools should be able to achieve. It illuminates the ways in which individuals influence others and persuade them to devote their allmost efforts to tasks that promote their goals. Nonetheless, few studies have directly examined the relationship between various styles of leadership and different types of motivation among followers [6]. This capacity is fundamental to discussions of charismatic or transformational leadership in general and in the educational sphere in particular.

Transformational school leaders, in a practical context, believe that the participants in the organization constitute resource rich in ideas and knowledge whose power can be tapped by creating motivating school environments. By encouraging the constant growth and participation of the followers, school members, such as teachers may develop new roles and skills required for a process of building human capital in the organization [3]. These leadership roles will support the development of a school curriculum management that is more conducive to positive improvement change. The type of principals leadership is conditioned in Transformational Leadership.

It is also supported that Transformational leadership is one of the central and the most effective modAls in the field of education and training management [5].

Teaching Behavior goes well beyond setting classroom rules, communicating consequences, and providing the usual tips on engaging students and building relationships. It draws on the most current evidence-based practices and rich, real-world examples to get to the heart of effective teaching [2].

Teacher commitment has been identified as one of the most critical factors for the future success of education and schools. Teacher commitment has been found to be a critical predictor of teachers' work performance, absenteeism, retention, burnout and turnover, as well as having an important influence on students' motivation, achievement, attitudes towards learning and being at school.

Teacher development is important to have skills in providing their students' learning curriculum change. Consequently, it is necessary for teachers' teaching in the office of the non-formal and informal education to obtain development in the approach as well as learning activity curriculum in by various new techniques relevant to the guidelines curriculum change. The important of Learning Process Management is needed to provide the content material as well as activity relevant to students' interest and aptitude so that they would practice their skills, thinking process. The students can learn from real situation as well as practice for doing, thinking and problem solving. The schools have to promote teachers' competency in providing the students' learning and knowledge [10].

Purposes of the Review

The purpose of the study is to school in developing a deeper understanding of the principals leadership practises needed better prepare principal leaders to generate positive curriculum change in education. Therefore, the review focuses on studying the Principals Leadership and Teacher on curriculum Change. There are two specific purposes:

1. To identify what effect curriculum change on Principals' leadership
2. To identify what effect curriculum change on Teacher
3. To investigate What factors principals use to improve school curriculum management
4. To examine whether Curriculum change significantly influences on principals' leadership and Teachers better improvement.

II. LITERATURE REVIEW

A. *Principal Leadership*

School leader is the person who is planning and implementing program development, making appropriate resource allocation, improving the performance of staff and students by motivating and guiding them, in order to achieve the objectives of the school. School leaders, after setting the objectives of the school, ensure that these objectives are shared and supported by the students, teachers and school community. In addition, the school leader is a leader who also leads the external environment well. He performs the

activities such as, directing the activities of the employees and students from other fields to the school, dragging local community organizations to cooperate with schools or benefiting from the families and commercial organizations [4].

Most of the relationships between school principal leadership styles and school principal decision-making styles are significant [8]. The success of an organisation, like a school, largely depends on the quality of the decisions made by their leaders. The success of an organisation, like a school, largely depends on the quality of the decisions made by their leaders [8].

B. *Curriculum*

Curriculum is planning or designing education program. In this regards, the principals' projections on the types of future curriculums and curriculum contents at secondary schools in Malaysia would be the central discussion of this article [18].

The curriculum as a research field links the study of contemporary problems in education to the tradition of historiography and on to a large range of reflection theories that developed from the early nineteenth century onwards. Moreover, the field of curriculum research has primarily dealt with the history of educational ideas and the study of educational systems and institutions in which legislation and reforms have been a primary topic of study (Doyle 1992; Gudem 1994). However, contemporary researchers add new perspectives to the field by examining governmental changes across and within specific geographical territories and in relation to comparative and international studies that consider the uniqueness of the reforms to a wider societal and cultural context beyond the national (Sivesind and Karseth 2014).

In curriculum research, the policy and practice of schooling, as well as its programmatic dimensions, have been approached by research that draws on different theories and traditions. First, in the curriculum field, a major presupposition is that the curriculum, whether understood as a curricular framework, teaching material, or a course of study, relates to formalized and institutionalized modes of teaching practices that can be traced back to the pre-Renaissance when schools were licensed by authorities and not by the state [20].

Although there has been much deliberation concerning curriculum about who controls the course of learning that people have to follow and what they learn as they follow it, an integrated curriculum specifically aims to put a person's concerns at the heart of a course of learning and situates subject-specific knowledge as serving to answer these concerns. Terms such as a "multidisciplinary curriculum" and "interdisciplinary curriculum" utilise a cross-curricular approach to teach multiple subjects usually through a single-themed project and are sometimes used interchangeably with an "integrated curriculum." However, an "integrated curriculum" is distinctive in that it begins with pupils'

concerns. It can be simply defined as education “that is organized in such a way that it cuts across subjectmatter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study” [15].

Curriculum change is a subset of educational change [22]. because curriculum lies in the heart of education [11] and deals with the elements of content, process, and . Curriculum design and evaluation provide a set of standards based on short term goals that seek to respond to pre-determined skill- and content-based subjectlearning . [19] Instruction, brings chaos and instability to the classroom. Relying solely on the textbook brings stability to the classroom and an easy focus on the government-mandated standards and benchmarks, in other words, the standardized curriculum. Teachers want order and continuity, not complexity and uncertainty, and teachers believe that relying on the textbook leads not only to order and continuity, but to order and stability as well. Relying heavily on the textbook and lecture as the primary pedagogical devices bring tedium to the classroom, for both the teacher and the student [19].

TABLE 1 DOCUMENT SEARCH RESULT

Type	Google scholar	DOI
“Principal Leaderships” Yield Retained	10 4	
“Teacher Perceptions” Yield Retained	4 2	
“Curriculum Change” Yield Retained	9 6	8 4
Total retained	22	

B. Discussion and Result

Discussion about Principal’Leadership and Teacher : Curriculum Change. The review of the table shows that there is effect of Curriculum Change on Principal’Leadership and Teacher. The result of the study indicated curriculum change without strong endorsement would carried out constructivist perceptions.

Teachers’ perceptions of the implementation of constructivist teaching–learning activities are positively correlated with and predicted by their perceptions of constructivist curriculum change [22]. Teacher voice provides a key to understanding the perennial problem of the transformation of innovative ideas from conception to implementation. The possibilities for teacher ownership of curriculum change are circumscribed by the anchoring of their authority to speak on curriculum matters in the local context of implementation. the possibilities for teacher ownership of curriculum change are circumscribed by the anchoring of their authority to speak on curriculum matters in the local context of implementation [13].

III. METHODS

In the study, Principal’Leadership and Teacher : Curriculum Change was conducted by following test with a meta-analysis design.

A. Search and Review Methods

The review process starts with a search engine, google scholar, Doi for article with keywords : “Principal’Leadership and Teacher : Curriculum Change”

The criteria for inclusion in the study wee as follows:

1. To identify what effect curriculum change on Principals’ leadership
2. To identify what effect curriculum change on Teacher
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In order for curriculum development to be effective and schools to be successful, teachers must be involved in the development process. An effective curriculum should reflect the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program [1].

Procedures that took place in preparing an elementary EFL curriculum for Turkish state schools, focusing on the political, pedagogical and contextual factors affecting the implementation. Suggestions and guidelines are offered on the basis of insights arising from the process [13]. Issues of both student and teacher empowerment in the face of this agenda to better allow “good teaching” to process as a review of international educational polices maintain with particular reference to the Irish context [15]. Indicated that secondary school teachers in Owerri Education zone have positive attitude and views towards inclusive education. However, lack of training and instructional materials as well as disabling environment were major barriers to the adoption of inclusive practices [9].

TABLE 2 THE RESULT OF THE JURNAL

Author (s)	Country	Method	Year	Result
Hasan Hariri, Richard Monypenny & Murray Prideaux [8]	Indonesia	Survey Data	2014	Most of the relationships between school principal leadership styles and school principal decision-making style are significant
Jutasong, chanokpon, sirisuthi [10]	Thailand	Data Collection	2016	Teachers' learning management competency was in "moderate Level"
Ibrahim Hakki Ozturk [17]	Turkey	History Curriculum	2011	The new history curriculum fails to construct a new framework that ia able to provide to teachers a broad sphere of power ana anatomy which colud allow and encourage them to assume a greater role in the curriculum planning and implementation
Saedah Siraj, azdalila Ali [18]	Malaysia	Framework of Study	2008	Attain cocsensus of the principals projection on type of future curriculums and curriculum content at secondary school in malaysia
Ervin F.Sparapani, David M. Callejo Perez [19]	USA (Westbury)	Qualitative	2015	There can be no doubt that children should be taought those useful thing that are really necessary
Ali Yildirim & Koray Kasapoglu [22]	Korea	bivariate correlations and linear regression analyses.	2015	Perceptions of the implementation of constructivist teaching-learning activities are positively correlated with and predicted by their perceptions of constructivist curriculum change.
David Kirk & Doune MacDonald [12]	London	Applying a theoretical framework	2010	the possibilities for teacher ownership of curriculum change are circumscribed by the anchoring of their authority to speak on curriculum matters in the local context of implementation
Graham Vulliamy, Eija Kimonen, Raimo Nevalalen & Rosemary Webb [21]	England	qualitative research	2015	teachers' values, curriculum and classroom organisation and curriculum planning. It is argued that teachers' self-identities are powerful mediators in terms of their interpretations of and responses to imposed changes and that the ethos of very small schools enables teachers to preserve their prior value systems more easily than their colleagues in other schools.
Igbokwe Mezieobi, Dan. I.Uche L.Igbokwe Uche L.,&Eke, Callistus [9]	Nigeria	a researcher designed questionnaire of three parts. &Data collected were analyzed using mean and standard deviation.	2014	secondary school teachers in Owerri Education zone have positive attitude and views towards inclusive education. However, lack of training and instructional materials as well as disenabling environment were major barriers to the adoption of inclusive practice.
Emmanuel O'Grady1, John O' Reilly1, John P. Portelli 2, Candy Beal 3 [15]	USA	On decades of research, and the theoretical foundations of meaningful learning,	2014	Increasingly encroaching on the nature of curriculum change and development inhibits the voice of learners within their own curriculum
R. G. Hacker a & M. J. Rowe a [7]	Australia	was replicated in 60 secondary school classrooms where the National Curriculum was being followed.	2007	there was more emphasis upon lower-order intellectual skills in classrooms where the National Curriculum was being studied.And It was shown that a less effective informational instructional strategy was more popular with teachers implementing the National Curriculum, and that instructional strategies which involved practical work were less frequently employed
Merfat Ayesh Alsubaie [1]	Saudi Arabia	Descriptive	2016	An effective curriculum should reflect the philosophy, goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific educational program.
İbrahim Hakkı Öztürk [17]	Turkey	Teacher autonomy.	2011	new history curriculum fails to construct a new framework that is able to provide to teachers a broad sphere of power and autonomy which could allow and encourage them to assume a greater role in the curriculum planning and implementation

It is argued that teachers' self-identities are powerful mediators in terms of their interpretations of and responses to imposed changes and that the ethos of very small schools enables teachers to preserve their prior value systems more

easily than their colleagues in other schools [21]. It was found that there was more emphasis upon lower-order intellectual skills in classrooms where the National Curriculum was being studied.

There were also fewer speculative behaviours and fewer behaviours concerned with experimentation. It was shown that a less effective informational instructional strategy was more popular with teachers implementing the National Curriculum, and that instructional strategies which involved practical work were less frequently employed [7]. New history curriculum fails to construct a new framework that is able to provide to teachers a broad sphere of power and autonomy which could allow and encourage them to assume a greater role in the curriculum planning and implementation [17].

IV. CONCLUSION

shortly, No curriculum will be perfect, a finished product cast in stone, or free from criticism, but to be effective, it must be accepted by teachers and must be deemed educationally valid by Principals leadership, Teacher, parents and the community at large. The teachers identified training, lack of facilities and cultural perceptions as major barriers to the implementation of the new curriculum. If teachers are not properly trained and equipped with knowledge and skills, no circular change can be successfully implemented. Teachers who are presently in service and those who will be recruited in future need to be trained and retained in emerging educational practices.

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