

The leadership of the school principal in realizing independent learning

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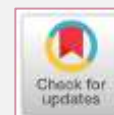
Freedom to learn;

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ABSTRACT

The leadership of the school principal has an important role and position for achieving educational goals. Principal leadership is a very important skill for principals who want to be successful through regular learning and training, such as using technology, books, or other means. This research aims to determine the role of school principal leadership in realizing independent learning. Apart from that, to find out the principal's leadership towards the success of educational goals and to observe the principal's leadership in creating independent learning. The results of the study show that; The school principal as a leader determines the direction of policy and the achievement of educational goals in the school, and the leadership of the school principal has an important role and position in the school's achievement, namely realizing freedom of learning. Freedom to learn is a program initiated by Nadiem Makarim, Minister of Education, Culture, Research and Technology, to produce superior people with a Pancasila student profile. The goal is to create students who are faithful and devout, independent, critical, creative, cooperative.

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Introduction

Leadership can be defined as a leader's way of directing, encouraging, and managing all elements within a group or organization to achieve a desired goal and maximize employee productivity (Suriadi, 2022). The abilities and skills of a leader are crucial in motivating employees to perform better. In this case, the influence of a leader greatly determines the direction of goals, as it is necessary to play a consistent role in leading work (Husna Nashihin et al., 2021). Additionally, it is important for a leader to establish and maintain good relationships with subordinates to enhance productivity (Zaman, 2023). The function of a leader includes guiding, mentoring, motivating, driving the organization, establishing effective communication, conducting regular supervision, and directing subordinates towards their desired targets (Hafidz, 2021). A leader is someone who leads by example and actively engages in work every day. Leadership roles hold a strategic position within an organization.

Leadership is the ability to influence other people with enthusiasm to achieve predetermined goals. Education is a process of developing one's own abilities and personal strengths (Jatmiko Wibisono, Hafidz, Iffat Abdul Ghalib, 2023). Education is also a process of changing the attitudes and behavior of a person or group through teaching

and training efforts in order to mature. Learning is defined as a form of interaction between educators and students in the learning environment (Robbaniyah, 2022). Quality educators will help the progress of this nation. Education cannot be separated from the learning process held at school. The current condition of school education, faced with various complex challenges, is how to prepare educators to be able to master technological developments and meet the demands of today's needs (Aspi, 2020). The Ministry of Education and Culture has issued a policy called "freedom to learn." The concept of independent learning in the independent curriculum is an educational transformation aimed at producing a superior generation.

Freedom to learn is a program designed to explore the potential of educators and students in innovating and improving the quality of their learning (Saleh, 2020). The school principal has a strategic function as a leader. The principal's role is to mobilize all of the school's potential, especially teachers and education staff, to achieve school goals. School principals are required to apply appropriate leadership principles and methods by prioritizing leading by example, motivating, and empowering teachers and staff (Afifah et al., 2022). The challenges faced by schools are very complex, so as leaders, school principals implement new approaches in order to increase school capacity.

As policy makers, school principals carry out careful environmental analysis and develop strategies for making changes and improving their schools. This is very necessary because the school principal, as a leader, must be able to guide teachers and staff in carrying out their duties professionally. School principals must have competence in using the authority given to lead educational units so that they can plan and implement programs effectively and efficiently (Pratama et al., 2022). This authority is related to the principal's responsibility as the top management in the educational unit he leads.

Freedom to learn can be understood as the application of a curriculum that prioritizes pleasant situations in the learning process, as well as an increase in innovative thinking by teachers (Fathan, 2020). With this program, it is hoped that it will be able to change the national education system, which so far seems monotonous. Therefore, it requires the development of innovative thinking by teachers so that the desired goals can be achieved. In independent learning, teachers and students are given full trust in the learning process (Mulyasa, 2021).

Freedom to learn can be used as momentum for teachers and students to be able to innovate and be independent in improving the quality of learning. If teachers are given the freedom to choose the way of learning that they deem most appropriate, then teachers can realize unique and specific innovations. Therefore, creativity, innovation, and mastery of technology are a must for a teacher.

The independent learning policy can help educators and students become innovative, creative, independent in thinking, free in opinions, and happy in carrying out the learning process in class (Daga, 2021). The Ministry of Education and Culture's policy aims to create independence and freedom in learning activities so that it can produce the desired human resources. This policy has a concept in the form of an offer to build a national education system towards change and progress for the nation (Yamin, 2020).

The independent learning policy is a change for educational success. In making improvements towards success (Asfiati, 2020). Independent education is a performative action in offering change to all involved in education, starting from teachers to students. Teachers play a very important role in the force of social change (Akello, 2015). The provision of IKM support is how the Ministry of Education and Culture provides support for independent IKM learning and support for independent track IKM data collection. Through this support, we will identify prospective educational units that are interested and will receive learning assistance to implement the independent track independent

curriculum.

This will enable teachers, school principals, and supervisors to hold practice sharing activities for the independent curriculum in the form of seminars or workshops independently. Independent education is a performative action in offering change to all involved in education, starting from teachers to students. Teachers play a very important role in the force of social change (Akello, 2015).

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Freedom to learn the concept of educational development, with the role of all stakeholders as agents of change. Freedom to think, freedom to innovate, freedom to learn independently and creatively, and freedom to be happy. If the freedom to learn is fulfilled, then independent learning will be created, which is called an independent school. This reminds me of the writer Paolo Freire, a Brazilian educator from Recife University. As a law student, he also studied philosophy, psychology, and linguistics.

Even though he graduated as a lawyer, he never actually practiced in that field. Instead, he worked as a teacher at a high school, teaching Portuguese. His famous teaching is that man is his own master, and therefore, human nature is free. This is his attempt to humanize humans (Husna Nashihin, 2017). Humanization can also mean the liberation of people from oppressive border situations they want. Freedom to learn the concept of educational development, with the role of all stakeholders as agents of change. Freedom to think, freedom to innovate, freedom to learn independently and creatively, and freedom to be happy. If the freedom to learn is fulfilled, then independent learning will be created, which is called an independent school.

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Method

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Results and Discussion

Leadership

Leadership comes from English, namely "leader," which means "a person who leads." Therefore, leadership means the act of leading. A leader is someone who holds a position of authority, while leadership is the activity or task of leading, which involves influencing individuals to achieve specific goals (Nurul Umah Fijanati, Hafidz, Sukadi, 2023). Leadership is essentially the act of guiding and influencing others towards a common objective. It is a process of influencing individuals and groups to collaborate and accomplish predetermined goals.

Leadership involves influencing individuals or groups to achieve a goal in a particular situation (Said, 2018). According to Robbins and Judge, leadership can be defined as the unique ability of an individual to influence a group towards a specific set of goals or vision that has been established beforehand. Leadership is a process that occurs within interactions and is influenced by the context in which it takes place. Some people accept someone as their leader to achieve a common goal (Silva, 2016).

Another opinion suggests that leadership is an activity or process of giving influence to other people to achieve the organization's strategic goals (Renz, 2016). A leader, in their leadership, has different characteristics.

The leadership characteristics of a leader include the following:

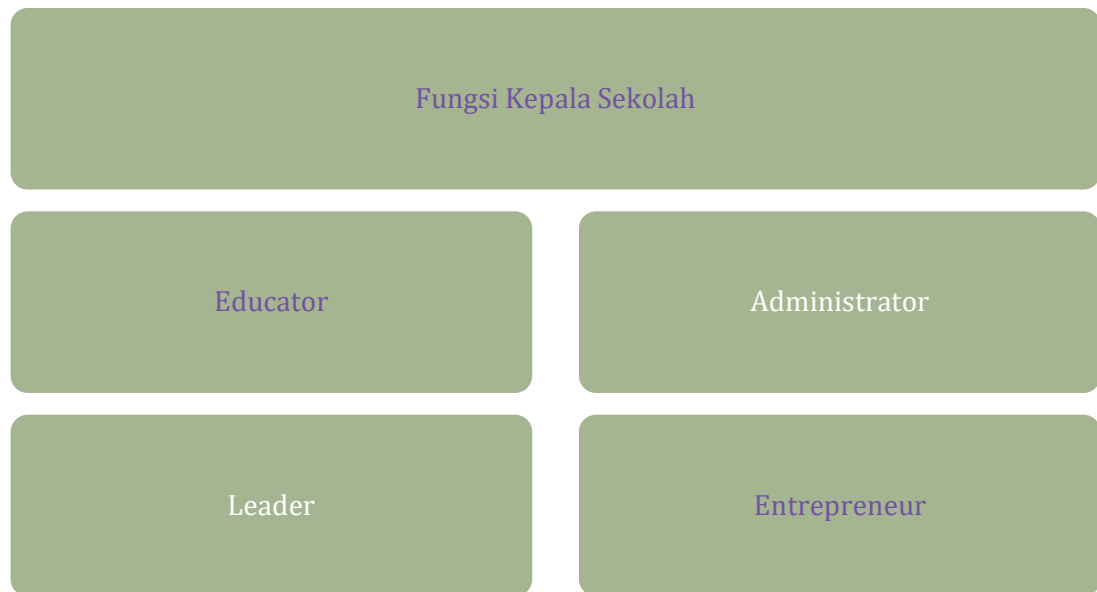
- 1) Delegating authority to subordinates.
- 2) Motivating subordinates to be creative.
- 3) Giving encouragement.
- 4) Talking about the competition.
- 5) Being able to work together with the community (A yuni: 2020).

Leaders are the most determining factor in an organization's efforts to achieve goals with various means that have been determined, and school principals are required to know and understand management science because all activities of the school organization they lead cannot be separated from the activities and principles of management.

School Principal

The school principal is one of the most important educational components that plays a significant role in improving the quality of education. The school principal has a very important role and is the driving force in determining the direction of policies towards the success of the school and education at large (Muchamad Chairudin, 2023). The principal is the highest leader in the school organization; therefore, the institution's programs and their success will be determined by the principal's ability to plan, organize, implement, control, and evaluate all programs that have been created. Every leader who exercises leadership in an organization is expected to be a professional leader.

The principal's duties are aimed at improving the quality of learning through continuous teacher professional development. The performance of the school principal is crucial in terms of managing education in schools (Setiawan, 2015). The school principal must be able to carry out management functions well because the principal's job is to be an exemplary figure in the school. The success of learning at school depends on the performance of the school principal. School principals must strive to improve school performance. School performance will increase if the principal's performance is also good. This comprehensive performance will ultimately create quality improvements and achievement of learning goals.



1. Picture 1. The Function of the School Principal

Principal Skills

Some of the skills that school principals must have include:

1. Conceptual skills, namely skills in understanding and operating an organization.
2. Human skills, which are skills for cooperation, motivation, and leadership.
3. Technical skill, which are skills in using knowledge, methods, and techniques to complete tasks.

Six activities that must be carried out by school principals to acquire these skills are presented in the table:

No	Principal aActivities
1	Learn about daily work and how employees work.
2	Carry out observations of management activities in a planned and comprehensive manner.
3	Read about the school activities that are currently being carried out.
4	Utilize research results.
5	Formulates ideas that can be tasted
6	Think and plan for the future

2. Picture 2 Principal a Activities

Freedom to Learn

The term "freedom to learn" was first introduced as an educational program by the Ministry of Education and Culture, Nadiem Makarim, during the celebration of National Teachers' Day in 2019. According to Makarim, freedom to learn can be interpreted as the freedom to think, while freedom to learn, namely freedom to learn, is introduced to students through the way they think (Hendri: 2020).

They should be accustomed to accepting other people's opinions and developing their own thoughts in obtaining knowledge. The concept of freedom to learn was inspired by Ki Hajar Dewantara's concept of learning. In general, this idea provides a free space to obtain education and is protected by law. The concept of freedom is also related to students' freedom to express and receive opinions.

The definition of freedom to learn However, freedom does not mean being able to do whatever you like, for example, skipping school or not completing assignments, but rather leads to happy and enjoyable learning.

The concept of independent learning also includes learning that does not only take place in the classroom. The meaning of freedom to learn is freedom of thought, which is initiated by the teacher and then transformed to the students. Even though the literal meaning of independence is freedom and liberty in doing all things, this concept has certain limitations.

The learning process does not mean that students can skip classes or not do assignments. However, freedom means being able to explore one's potential and convey ideas in class while still adhering to the set learning objectives.

The goal of independent learning

According to the Secretary of Teachers and Education Personnel (Sherly, 2020), independent learning is used as a program that aims to create a conducive learning environment for teachers and students. This program is a policy adjustment to restore the essence of assessment objectives that have been neglected.

It can be concluded that independent learning is a learning concept that is based on a pleasant learning climate and a friendly learning environment. This program also aims to bring back educational regulations from the government. In statutory regulations, schools have the freedom to assess and implement the curriculum according to the surrounding conditions.

Freedom of learn was created to meet the need to increase human resources in facing the era of the Fourth Industrial Revolution by providing freedom for teachers and students. It is hoped that this program will be able to foster innovation, independence, and creativity. This was pioneered by the teachers' movement as an important component in learning.

Implementation of Independent Learning

In implementing the concept of independent learning and teachers as its driving force, there are three steps that must be taken to implement the concept of independent learning, namely:

1. Creating an Education-Based Environment

Technology plays a major role in improving the competence of educators in the educational environment. An environment facilitated by technology can motivate the emergence of creative power, renewal, and a driving character for teachers. It also expresses the importance of the educational environment as a place to foster freedom of thought, courage to take action, and analyze risks appropriately (Saleh, 2020).

2. Cross-Party Cooperation

Nowadays, the term "opponent" no longer applies, especially in the world

of education. It is necessary to collaborate with various parties, especially in the technological era. There needs to be awareness to continue learning and helping each other in updating abilities and resources. The form of cooperation in question is such as schools improving their quality in partnership with other parties and schools. The most important thing is a harmonious relationship between the school and the student's guardian.

3. Data Urgency

The policy center owned by the Ministry of Education and Culture has a role in providing superior resources and facilities. All of this is done to support the policies launched, such as preparing teachers to face teaching systems using technology.

The independent learning program has four main policies (Mustaghfiroh, 2020):

- Minimum Competency Assessment and Character Survey, in accordance with Minister of Education and Culture, Research and Technology Regulation No. 17 of 2021 concerning National Assessment (AN), explains that this type of assessment replaces the National Examination (UN). This has implications for differences in terms of the competencies tested and the interdisciplinary abilities of teachers. The assessment is carried out by measuring reading and numeracy literacy levels.
- A learning environment survey is conducted to measure environmental aspects that influence learning processes and outcomes. Meanwhile, in implementing the character survey assessment, it takes the form of observing students' behavior in implementing character, religion, and Pancasila values.
- National Standard School Examination (USBN): There are findings indicating that the implementation of USBN so far is not in accordance with Law No. 20 of 2003 concerning the National Education System. The regulation states that the authority to evaluate students is carried out independently by the relevant educational institution. In reality, the determination of graduation is still generalized by the government (Rohman, 2020). The form of the exam to test student competency can be in the form of a written test or other more comprehensive forms of assessment, such as portfolios and assignments (group assignments, written work, etc.). With this form of assessment, it is hoped that teachers and schools will have more freedom in assessing student learning outcomes.
- Innovation and Simplification of Learning Implementation Plans (RPP): In a Coordination Meeting with Heads of Education Services throughout Indonesia, Minister of Education and Culture, Nadiem Makarim, explained that the current situation is that teachers follow a rigid RPP format that has too many components. Thus, making lesson plans takes up a lot of teachers' time to prepare and evaluate learning. In accordance with Circular Letter No. 14 of 2019 concerning the simplification of the RPP, the RPP components were reduced to three, including learning objectives, learning steps, and assessments. So, by participating in the independent learning program, lesson plans are shortened and free up teachers to innovate (Mustaghfiroh, 2020). Preparing lesson plans using the concept of independent learning essentially prioritizes convenience for teachers. Even though the RPP components are shortened, this does not eliminate the essence of the RPP as a tool for achieving learning objectives. As the unit that is closest to and understands students' conditions, teachers can create learning innovations that are based on class conditions.
- Admission of New Students (PPDB): Basically, the Ministry of Education and Culture continues to use a zoning system in terms of student acceptance, with the aim of overcoming disparities in access and quality in various regions. The

Ministry of Education and Culture explained that the zoning system has regulations such as: prospective students must have a domicile identity within the closest zone radius. The implementation of PPDB through zoning is carried out quite transparently, objectively, and accountably. PPDB, which is based on the concept of freedom of learning, has the same goal, namely equalizing access to education in Indonesia. Apart from that, in accordance with this concept, the acceptance process is expected to eliminate fraud, so that the selection process runs by prioritizing the principles of openness and trustworthiness.

The benefits of independent learning include:

1. Schools synergize with local governments and parents to find effective solutions to address educational challenges that occur in each school, as an effort to improve the quality of education received by students.
2. Teacher performance becomes more focused because there is a reduction in administrative burden.
3. Students can develop their potential according to their interests and talents through school institutions.

The positive impacts implemented are as follows:

1. Create a positive learning space
The implementation of the independent curriculum prioritizes learning that is essential and in accordance with students' interests or talents. It turns out that this essential learning concept produces constructive interactions, resulting in a more positive learning space where teachers teach at the right level and students acquire knowledge at the right level.
2. Change the education system for the better
One of the unique things about Independence is that it contains several episodes with different program focuses but remains synergistic. This synergy is able to change the education system in Indonesia for the better and improve its quality.
3. Produce more competent teachers
The motivating teacher program is part of the government's efforts to produce competent teachers who can continue to develop with the demands of the times. This means that it not only focuses on increasing student competence but also focuses on developing teacher competence.

The goal of independent learning

The goals of independent learning are as follows:

- Building a more enjoyable learning atmosphere for teachers and students.
- Providing flexibility to schools in conducting assessments and implementing the curriculum in accordance with surrounding conditions.
- Meeting the need for increasing human resources in facing the era of revolution 4.0.
- Creating students who have an independent spirit and do not feel constrained by rules and regulations in learning, so that they can discover their own potential and abilities.
- Accelerating the achievement of national education goals as stated in Law no. 20 of 2003 concerning the National Education System.

Independent Learning Program
One program that aims to create a happy learning atmosphere for students or teachers
Independence in the learning and thinking process is crucial.
We can revitalize the education system into an enjoyable experience.

3.Picture. 3 Independent Learning Program

The role of teachers in independent learning

The role of teachers in independent learning includes:

- Teachers as Learning Resources

This role is related to the teacher's ability to master learning material. This can be used as a benchmark for evaluating teacher performance. Teachers need to have more references than students. Teachers are able to show learning resources that can be used as references for students to accelerate learning quickly. Apart from that, teachers are required to be able to map learning material by dividing the material into core and additional parts.

- Teacher as Facilitator

Play a role in providing learning that makes it easier for students to learn. In this case, the teacher needs to formulate how students can easily learn the lesson material so that the learning objectives are achieved. Teachers need to understand various types of media and learning resources and their functions. And must have skills in designing and organizing learning media with available resources.

- Teachers also need to have communication and interaction skills so that students can understand what they are saying. Teachers, as managers, try to build learning conditions that enable students to learn freely by arranging good classroom conditions. This will enable the learning process to occur.

- As demonstrators, teachers must display something that can help students understand the learning message. Teachers must also model commendable attitudes and behavior in every aspect of life. As guides, teachers cannot force and set benchmarks for the achievements that students must have.

- The teacher's job is only to direct and guide students to suit their potential and available talents. Therefore, it is important for teachers to understand the characteristics of each child and plan and implement a learning process that involves full student participation.

- Teacher as a Motivator

Motivation is a condition that is formed within an individual, which can cause the individual to carry out certain activities in order to achieve a goal and increase learning motivation. There are several things that teachers need to do, namely: clarifying the learning objectives to be achieved, fostering student interest, creating

enjoyable learning conditions, giving praise for student success, and providing objective assessments.

- Teacher as an Evaluator

Evaluation functions to determine teacher success and aims to assess teacher performance in the learning process.

The Value and Role of Moving Teacher
Become a learning leader.
Mobilizing a community of practitioners.
Become a coach for other teacher
Establish collaboration between teachers.

4.Picture. 4 The Role of the Driving Teacher

Teacher Competence in Implementing Independent Learning

Teacher Competence in Implementing Independent Learning

The implementation of independent learning policy requires additional teacher competence. First, computational logic is the ability to think holistically and logically in order to solve problems. By engaging in these activities, teachers can develop critical thinking skills and effectively resolve problems. Second, compassion is closely related to teacher professional competence. Compassion is cultivated when a teacher has a genuine love for their profession (Baro'ah: 2020).

This competency encourages continuous self-improvement and growth. By mastering these competencies and incorporating the aforementioned ones, it is hoped that teachers will be able to foster freedom and creativity in their teaching practices.

As previously explained, independent learning allows teachers to enhance their competencies. To effectively implement independent learning, it is essential for teachers to possess critical and innovative thinking skills. Teachers' seriousness in pursuing this profession also drives creative and innovative learning in accordance with the concept of independent learning.

The freedom to learn can provide opportunities for school principals to optimize and manage the potential of school resources, as well as establish partnerships to provide facilities and infrastructure that support and involve the learning process in order to produce suitable graduates.

Superior Vocational School
aims to produce graduates who are absorbed in the world of work
is President Jokowi's embodiment of developing human resources in the world

5.Picture.. 5 Superior Vocational School

Independent Learning Theory

Independent Learning Theory:

a. Humanistic Learning Theory

The concept of independent learning is also supported by humanistic psychological theory. If learning is carried out with a humanistic approach, it will be based on the premise that students have the need to become adults who can actualize themselves.

For this reason, students need a free learning space that supports them to be creative. Education based on humanistic psychology encourages individuals to have maturity by being able to develop their potential and interests.

Teachers can provide a stimulus for freedom in expressing creativity. Liberating education positions active students as a crucial element in successful learning.

Learning strategies that uphold independence are created through communication between educators and students. This strategy is able to create a democratic learning process. Learning democracy recognizes the rights of students to carry out learning actions that can determine the characteristics of each individual. The active role of students is very much needed for the success of humanistic education.

Teachers can use learning strategies that build harmonious relationships with students. Through the dialogue process, information about students can be obtained. The results of the dialogue are used as a reference for teachers in determining learning actions.

b. Principles and approaches to learning humanistic theory:

Learning principles include:

- Desire to learn

Humans actually have a natural desire to learn. With high curiosity, we give them the opportunity to explore the surrounding environment. Curiosity is the motivation to learn and is the basic assumption of this theory.

- Meaningful learning

An individual's learning process will gain meaning if the material studied is in accordance with what is needed and desired.

- Learn without threats

If an individual can learn easily and the results obtained can be recorded well, then this means that the learning process can be said to be smooth. Students

should be able to test their abilities, try new experiences, or make mistakes without feeling threatened or offended.

- Learn on your own initiative
Meaningful learning occurs when it is carried out voluntarily and involves students' feelings and thoughts. This can also influence the character of students who are independent, do not depend on others, and have confidence in themselves. This can also influence the character of students who are free, do not depend on others and have confidence in themselves.
- Learning and change
Learning that is very useful is learning about the learning process. Science is dynamic and plays a central function in human life. Therefore, humans must learn in an environment that is undergoing change and will continue to change.

Humanistic Learning Model	
Humaning of the classroom	This theory focuses on developing an effective educational model.
Active learning	Learning is not an automatic consequence of conveying information to students.
Quantum learning	Students are able to use their reasoning and emotional potential effectively.
Accelerated learning	This learning concept is very fast, fun, and satisfying.

6.Picture. 6 Humanistic learning model

Conclusion

The principal's leadership has a strategic function. As a leader, the principal's function is to mobilize all the potential of the school, especially teachers and education staff, to achieve school goals. School principals are required to apply appropriate leadership principles and methods by prioritizing leading by example, motivating, and empowering teachers and staff. The challenges faced by schools are very complex, so as leaders, school principals implement new approaches in order to increase school capacity.

Freedom to learn can be understood as the application of a curriculum that prioritizes pleasant situations in the learning process, as well as an increase in innovative thinking by teachers. With this program, it is hoped that it will be able to change the national education system, which so far seems monotonous. Therefore, it requires the development of innovative thinking by teachers so that the desired goals can be achieved.

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