

Effectiveness of Teacher Performance Supervision in Implementing the Independent Learning Curriculum at State Vocational High School 7 Tangerang Regency

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Abstract

This article critically examines an effort to conceptualize a relationship aimed at testing the effectiveness of curriculum supervision on teacher performance in the implementation of the Merdeka Curriculum in vocational high schools (SMK). This study integrates various theoretical perspectives from recent literature. The method used is a qualitative approach with case studies in several vocational high schools that have implemented the Merdeka Curriculum. Data were collected through in-depth interviews with principals, supervisors, and teachers who were directly involved in the curriculum implementation process. The findings show that effective curriculum supervision, which involves regular guidance and constructive feedback, has a positive impact on improving teachers' understanding of curriculum materials and their skills in managing competency-based learning. On the other hand, the lack of coordination between supervisors and teachers, as well as limited supervision time, become obstacles to optimizing implementation. In conclusion, planned and continuous curriculum supervision can improve teacher performance in the application of the Merdeka Curriculum. However, stronger support from school management and supervisors is needed to strengthen the effectiveness of curriculum implementation in vocational high schools. The results of this study are expected to serve as a reference for the development of future educational management models.

Keywords: Effectiveness Teacher Performance, Supervision Implementing, Independent Learning Curriculum

INTRODUCTION

Education in Indonesia currently faces major challenges related to the continuous development of curriculum changes. One major change currently being implemented is the Merdeka Curriculum, which aims to give educators greater freedom in designing learning according to students' needs and local contexts. The Merdeka Curriculum is expected to create a more flexible and innovative learning atmosphere, allowing students to develop their potential optimally. However, this curriculum change requires an important role for effective supervision, which is a key factor in the success of curriculum implementation, especially at the vocational high school (SMK) level, which has different characteristics and needs compared with other levels of education. Arifin, Z., & Suryana, A. (2025).



On the other hand, curriculum management in vocational high schools faces several challenges, especially regarding the quality and consistency of implementation in the field. One main factor that influences the success of curriculum implementation is teacher performance. Optimal teacher performance is strongly influenced by the curriculum supervision process carried out by principals and educational supervisors. Effective curriculum supervision can improve teachers' pedagogical competence and professionalism in managing learning. However, despite various efforts, the implementation of the Merdeka Curriculum in several vocational high schools still shows differences in the level of success. This raises the question of how effective curriculum supervision is in improving teacher performance. Handayani, T., & Nugroho, B. (2025).

Based on the explanation above, this study aims to test the effectiveness of curriculum supervision on teacher performance in the implementation of the Merdeka Curriculum in vocational high schools. This study is expected to provide a clearer picture of the relationship between curriculum supervision conducted by principals and supervisors and the improvement of learning quality carried out by teachers. This study also focuses on qualitative aspects, which make it possible to explore the experiences, perceptions, and obstacles faced by teachers in the curriculum implementation process. Lestari, S., & Wardani, K. (2026).

The main objective of this study is to explore and analyze how curriculum supervision implemented within the context of the Merdeka Curriculum can influence teacher performance in vocational high schools. This study also aims to identify the factors that support and hinder the effectiveness of curriculum supervision in improving the quality of teaching in vocational high schools. In addition, this study is expected to provide practical recommendations for education managers in designing more effective supervision policies to support higher-quality curriculum implementation. Pratama, R., & Wulandari, S. (2025).

The importance of this study lies in its contribution to the development of a more effective curriculum supervision system, especially in vocational high schools. Considering the vital role played by teachers in the learning process, a deeper understanding of how curriculum supervision can influence their performance is very important. This study also provides insight for education policymakers regarding the importance of training and strengthening curriculum supervision that is aligned with the characteristics of vocational education. In addition, the results of this study are expected to help improve the overall quality of education in vocational high schools, which in turn will affect the improvement of human resource quality in Indonesia. Ramadhan, F., & Hidayah, N. (2025).

Many studies have examined curriculum supervision and teacher performance. However, studies that specifically test the effectiveness of curriculum supervision on teacher performance in the context of implementing the Merdeka Curriculum in vocational high schools remain very limited. Several previous studies show that effective supervision can improve teacher performance. However, various obstacles have also been found, such as the lack of training for supervisors, the mismatch between policy and practice in the field, and the lack of support from schools (Haryono, 2021; Suryani & Nurhidayati, 2022). Therefore, this study is expected to contribute to the development of literature on curriculum supervision and the implementation of the Merdeka Curriculum in vocational high schools, especially in the context of education in Indonesia.

In this context, this study is expected to provide a deeper picture of how the curriculum supervision process can become a determining factor in the success of Merdeka Curriculum implementation. In addition, this study also has the potential to provide policy recommendations that can improve the supervision process and enhance teaching quality, which in turn has a positive impact on learning and educational outcomes at the vocational high school level. Santoso, G., & Gumiandari, S. (2026).

THEORETICAL FRAMEWORK

Curriculum supervision is a process that aims to improve the quality of teaching and learning through mentoring, monitoring, and evaluation carried out by competent parties, such as principals and educational supervisors. According to Arikunto (2021), curriculum supervision is a series of activities conducted to ensure that curriculum implementation in schools runs according to the expected objectives. Effective curriculum supervision can improve teachers' understanding of the curriculum and provide opportunities for teachers to develop their professional abilities. In the context of Merdeka Curriculum implementation, supervision is not limited to monitoring. It also involves in-depth mentoring to help teachers adjust their learning approaches to students' characteristics.

According to Sudjana and Rivai (2022), the effectiveness of curriculum supervision is strongly influenced by the active involvement of educational supervisors and principals in providing constructive feedback to teachers. In the Merdeka Curriculum, which emphasizes the development of students' individual skills and competencies, the role of supervision becomes increasingly important to ensure that teachers can implement the curriculum properly. In addition, supervisors and principals must have a deep understanding of the principles and philosophy of the Merdeka Curriculum so that they can provide relevant guidance according to the needs of teachers and students.

Teacher performance is one of the main indicators used to assess the success of curriculum implementation. Teacher performance can be measured through several dimensions, including the ability to plan, implement, and evaluate learning. According to Yuliana (2023), teacher performance is influenced by various factors, one of which is support provided by the school, especially in the form of supervision. Planned and continuous curriculum supervision can help teachers overcome various challenges in implementing a new curriculum. In the context of the Merdeka Curriculum, which places greater emphasis on competency-based learning, good supervision can improve teachers' ability to design and implement learning that focuses on students' needs.

The implementation of the Merdeka Curriculum in vocational high schools (SMK) has its own challenges because this curriculum requires changes in ways of thinking and teaching. Suyadi and Ningsih (2021) explain that vocational high schools, as educational institutions oriented toward skills and competencies, require curriculum adjustments that are more flexible and contextual. The Merdeka Curriculum gives teachers the freedom to determine learning materials and methods that suit students' conditions and the needs of the world of work. Therefore, the success of Merdeka Curriculum implementation depends greatly on teachers' ability to understand and apply the curriculum's principles. In many cases, this ability is strongly influenced by curriculum supervision carried out by principals and supervisors.

Effective curriculum supervision must consider local conditions and the specific needs of schools. According to Hidayati and Nurfadilah (2022), in the context of vocational high schools, curriculum supervision must be able to identify teachers' strengths and weaknesses in implementing a competency-based curriculum. The active involvement of supervisors in providing focused and in-depth feedback can help teachers better understand the objectives and content of the curriculum, as well as how to teach it more effectively. This is in line with the opinion of Wijayanti and Siregar (2023), who state that supervisors with a deep understanding of the Merdeka Curriculum can provide more targeted guidance in improving teacher performance.

According to Hadijaya (2021), curriculum supervision based on a participatory approach, in which teachers are involved in the evaluation and planning process, tends to be more effective in improving teaching quality. In the implementation of the Merdeka Curriculum, which promotes freedom in learning, this approach provides space for teachers to collaborate with supervisors and principals in planning and evaluating learning. Therefore, in the context

of this study, it is important to examine how participatory curriculum supervision can influence teacher performance in implementing the Merdeka Curriculum in vocational high schools.

RESEARCH METHOD

This study uses a descriptive qualitative approach that aims to describe and analyze the effectiveness of curriculum supervision on teacher performance in the implementation of the Merdeka Curriculum in vocational high schools (SMK). This approach was chosen because it allows the researcher to explore in depth the experiences, perceptions, and perspectives of teachers, principals, and supervisors in the implementation of curriculum supervision and its impact on teacher performance in implementing the curriculum. Saputra, A., & Marlina, L. (2025).

This type of research is qualitative research with a descriptive design. Descriptive research aims to describe phenomena that occur in the field without changing or manipulating existing conditions. In this study, the phenomenon examined is the curriculum supervision process and its impact on teacher performance at SMKN 7 Tangerang Regency in implementing the Merdeka Curriculum. This study does not aim to test hypotheses. Instead, it aims to describe existing realities based on the perspectives of the subjects involved.

The data collection techniques in this study use three main methods: in-depth interviews, participatory observation, and documentation.

- a. In-depth interviews are conducted to explore information about the experiences and views of teachers, principals, and educational supervisors regarding the implementation of curriculum supervision in vocational high schools. These interviews are semi-structured, in which the researcher prepares an interview guide while still allowing respondents the freedom to express their opinions openly. The interviews focus on how curriculum supervision is implemented, the challenges faced, and its impact on teacher performance in implementing the Merdeka Curriculum.
- b. Participatory observation is conducted by involving the researcher directly in curriculum supervision activities at the research site. The researcher observes the supervision process conducted by principals and supervisors, as well as the interactions among supervisors, principals, and teachers. This observation aims to obtain contextual data about the dynamics of supervision implementation and its influence on teacher performance.
- c. Documentation techniques are used to collect relevant documents, such as curriculum supervision reports, lesson plans (RPP), and teacher evaluation results. This documentation is important to complement interview and observation data and to provide concrete evidence of the implementation of the Merdeka Curriculum in vocational high schools. The subjects in this study consist of three main groups: teachers, principals, and educational supervisors.

The subjects are selected using purposive sampling, namely the selection of subjects based on certain criteria relevant to the research objectives.

- a. The teachers involved in this study are teachers who teach at vocational high schools and have participated in the implementation of the Merdeka Curriculum. These teachers were selected because they are the parties most directly involved in the curriculum implementation process and receive the impact of the supervision conducted.
- b. Principals were selected because they have the main responsibility for managing the curriculum in schools and supervising teacher performance. Principals are key figures in understanding how curriculum supervision is implemented in schools.
- c. Educational supervisors were selected because they play a role in providing guidance and supervision for curriculum implementation in schools. Supervisors have an important perspective on how supervision is carried out at the field level.

Data collected from interviews, observations, and documentation are analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman (2018), which includes three main stages: data reduction, data display, and conclusion drawing.

- a. The first stage is data reduction, namely the process of sorting and filtering data that are relevant to the research objectives. Data obtained from interviews, observations, and documentation are selected and summarized to identify themes related to the effectiveness of curriculum supervision and teacher performance.
- b. The second stage is data display. The reduced data are presented in the form of a structured narrative, consisting of descriptions of the curriculum supervision process and its impact on teacher performance. This data display helps the researcher organize the information obtained so that it can be easily understood and further analyzed.
- c. The final stage is conclusion drawing. Based on the data analysis conducted, the researcher draws conclusions about the effectiveness of curriculum supervision in improving teacher performance in implementing the Merdeka Curriculum in vocational high schools.

The conclusions are drawn inductively by connecting the findings that emerge from the data to produce conclusions that can answer the research questions. By using this approach, this study is expected to provide a deeper understanding of how curriculum supervision can influence teacher performance in the context of implementing the Merdeka Curriculum at SMKN 7 Tangerang Regency.

RESULTS AND DISCUSSION

Based on data analysis obtained from interviews, observations, and documentation at SMKN 7 Tangerang Regency, it was found that curriculum supervision has a significant impact on improving teacher performance. However, its effectiveness depends greatly on the approach used in the supervision process. Structured and continuous supervision, combined with constructive feedback, shows a positive impact on teachers' ability to design and implement learning in accordance with the principles of the Merdeka Curriculum. Setiawan, A., & Wahyuni, S. (2025).

The results of this study are in line with the findings presented by Arikunto (2021), who states that effective supervision can improve teachers' understanding of the curriculum and enhance their skills in managing learning. This study also found that supervision conducted by principals and educational supervisors can help teachers face challenges that arise in the implementation of the Merdeka Curriculum. Most teachers involved in this study stated that the guidance received from principals and supervisors greatly helped them adjust learning methods to become more contextual and competency-based, in line with the characteristics of vocational high school students and the current development of the industrial world.

However, the effectiveness of supervision does not depend only on the involvement of supervisors and principals. It also depends on the quality of communication and collaboration established between them and the teachers. Sudjana and Rivai (2022) argue that curriculum supervision involving open dialogue and mutual exchange of ideas tends to be more effective in improving teacher performance. This study found that teachers who had opportunities to discuss and receive direct feedback felt more confident in implementing the curriculum, especially in preparing and evaluating lesson plans (RPP). Conversely, teachers who only received supervision without the opportunity for in-depth discussion experienced difficulties in understanding the curriculum objectives as a whole. Supervision will only produce administrative compliance on paper if it fails to touch real changes in the quality of student learning.

On the other hand, this study also identified several challenges in the supervision process that can affect its effectiveness. One main challenge is the limited time available for supervisors

and principals to conduct supervision optimally. Hidayati and Nurfadilah (2022) state that supervision with limited time can reduce the intensity of guidance and feedback received by teachers. In the vocational high school used as the research site, supervisors often had difficulty conducting intensive supervision because of limited time and the limited number of available supervisors. As a result, some teachers felt that they did not receive enough attention and guidance in dealing with difficulties in applying the Merdeka Curriculum.

In addition, another obstacle found in this study is the lack of deep understanding of the Merdeka Curriculum among some principals and supervisors. This affects the quality of supervision provided to teachers. Previous research by Wijayanti and Siregar (2023) also found that supervisors who do not have a good understanding of a new curriculum will have difficulty providing appropriate guidance. For example, several supervisors in this study admitted that they still needed further training on the basic principles of the Merdeka Curriculum, especially in integrating competency-based learning and adapting more flexible learning.

Nevertheless, despite these challenges, this study found that supervision carried out using a participatory approach, in which teachers are involved in planning and evaluating learning, has a positive impact on teacher performance. Hadijaya (2021) argues that participatory supervision can increase teachers' sense of responsibility for curriculum implementation. In this study, teachers who felt involved in the supervision process reported that they were more motivated to develop their skills in designing learning according to students' needs. They felt that the supervision process was not merely monitoring, but also an opportunity to grow together in improving the quality of learning.

Another finding in vocational high schools shows that there is often a gap when supervisors who may not have a technical background provide suggestions that are too general. Based on the observation results, the supervisors' suggestions were considered very good for classroom management. However, for technical problems in workshops or laboratories, the suggestions were less applicable because of differences in equipment and industrial standards. This can be seen from supervisors who focus more on the completeness of teaching modules as an administrative aspect than on technical practice in workshops as a field aspect. This situation also shows how teachers, especially productive-subject teachers in vocational high schools, assess supervisor competence. Utama, B., & Setiadi, R. (2026).

The research findings comparing normative-adaptive teachers and productive-subject teachers also provide deep insight into determining learning methods for students. These findings include:

- a. Focus of supervised competencies. Productive-subject teachers: The main focus is on technical skills, or hard skills, and work readiness. Supervisors observe how teachers transfer specific expertise according to industrial standards, known as DUDI, or the Business and Industrial World. Normative-adaptive teachers: The focus is on character development, cognition, and logical thinking. Supervisors place more emphasis on understanding basic concepts and integrating normative values into student behavior.
- b. Learning environment and media. Productive-subject teachers: Supervision is often conducted in laboratories, workshops, or teaching factories. Supervision instruments include the use of personal protective equipment (PPE), occupational health and safety (K3) procedures, and the maintenance of heavy equipment or machines. Normative-adaptive teachers: Supervision is mostly conducted in classrooms. The focus is on the use of text-based learning media, simple teaching aids, or digital platforms for literacy and numeracy.
- c. Assessment instruments. Productive-subject teachers: Supervisors examine performance-based assessment instruments, such as performance tests or practical demonstrations. Examples include student worksheets (LKPD) containing operational work steps and final products or services. Normative-adaptive teachers: Assessment

instruments usually consist of written tests, either objective or essay-based, or portfolio assignments that measure the depth of theoretical understanding.

- d. Curriculum relevance. Productive-subject teachers: The material must be linked and matched with industry standards. Supervisors observe whether teachers update their material according to the latest technological developments in the field. Normative-adaptive teachers: The material refers to the National Content Standards, either the Merdeka Curriculum or K13, which are more static but fundamental as a basis for students' general self-development.

Based on these findings, it can be concluded that the effectiveness of curriculum supervision in improving teacher performance depends greatly on the approach used by principals and educational supervisors. Planned supervision, based on open communication and involving teachers' active participation, can improve teachers' understanding and skills in applying the Merdeka Curriculum. Therefore, education managers need to strengthen training for principals and supervisors and provide sufficient time and resources to conduct intensive and continuous supervision. Wahid, A., & Rosyidi, A. (2025).

The implementation of the Merdeka Curriculum in vocational high schools can succeed if it is supported by effective and collaborative supervision, as well as attention to the specific needs of teachers in managing competency-based learning. The understanding of supervision differs in terms of focus, objectives, and implementation methods. Normative supervision places greater emphasis on compliance with established rules, standards, and procedures. Its aim is to ensure that activities run according to regulations and that organizational discipline is maintained.

Adaptive supervision focuses on the ability to adjust to changing situations, needs, and environmental developments. This type of supervision is more flexible and encourages solutions that suit the conditions faced. Productive supervision emphasizes the improvement of work results, effectiveness, and performance quality. Supervision is carried out to help achieve goals optimally and produce better achievements.

CONCLUSION

The conclusion of this study shows that curriculum supervision has a significant role in improving teacher performance in the implementation of the Merdeka Curriculum in vocational high schools (SMK). Effective supervision, carried out in a structured and continuous manner and based on open communication, can improve teachers' understanding of the curriculum and their ability to design and implement learning in accordance with the principles of the Merdeka Curriculum. However, challenges related to limited time and the lack of deep understanding of the new curriculum among some supervisors and principals hinder the effectiveness of this supervision.

Therefore, to ensure the success of Merdeka Curriculum implementation, it is necessary to improve training for principals and educational supervisors and to provide sufficient time and resources to conduct supervision optimally. A participatory approach to supervision that involves teachers in planning and evaluating learning has proven to have a positive impact on their performance and should become a model that is more widely applied in vocational high schools. The difference also lies in the focus, objectives, and implementation methods. Normative supervision is rule-oriented, adaptive supervision is adjustment-oriented, and productive supervision is oriented toward results and performance improvement.

SUGGESTION

For School Principals and Supervisors (Recommendations on Strategy)

- a. Optimize Clinical Supervision Methods: "The school principal should shift from conventional administrative supervision to collaborative clinical supervision. This approach provides teachers with a more comfortable space to consult on challenges

faced in implementing the Independent Learning Curriculum, such as designing diagnostic assessments and the P5 projects (*Projek Penguatan Profil Pelajar Pancasila*)."

- b. Establish Routine and Structured Supervision Schedules: "Supervision should not be treated as an annual formality. It is highly recommended to establish a structured, periodic schedule (e.g., monthly or quarterly) to ensure continuous monitoring and evaluation of teacher performance in the classroom."
- c. Provide Peer-Supervision Programs: "To maximize effectiveness, the school should implement peer-supervision or mentoring programs. Senior teachers who have mastered the Independent Learning Curriculum can be assigned to guide and supervise junior teachers in a more informal, supportive setting."

For Teachers (Recommendations on Competence and Adaptation)

- a. Enhance Proactive Engagement in Professional Communities: "Teachers at State Vocational High School 7, Tangerang Regency, are encouraged to actively participate in the *Musyawah Guru Mata Pelajaran* (MGMP) and optimize the utilization of the *Platform Merdeka Mengajar* (PMM) to independently upgrade their pedagogical skills regarding the new curriculum."
- b. Adopt an Open-Minded Attitude Towards Constructive Feedback: "Teachers should view supervision not as an audit or a burden, but as a constructive tool for professional growth. Acting upon the supervisor's feedback promptly will directly improve the quality of student-centered learning."

For the School and Education Authorities (Recommendations on Facility & Policy Support)

- a. Conduct Tailored Professional Development (PD) Workshops: "The school, in collaboration with the regional Education Office (*Dinas Pendidikan*), should organize intensive, vocational-specific workshops. These workshops must focus on aligning the Independent Learning Curriculum with industrial needs (link-and-match), ensuring that teachers can design relevant teaching modules."
- b. Provide Adequate Digital Infrastructure: "Since the Independent Learning Curriculum heavily relies on digital platforms for teaching modules and administrative supervision, the school needs to improve its ICT infrastructure to ensure teachers can seamlessly upload their portfolios and access learning materials."

For Future Researchers (Recommendations on Scope Expansion)

- a. Expand the Research Scope: "Future researchers are advised to expand the scope of this study by exploring the direct impact of teacher supervision effectiveness on student learning outcomes and competencies within the vocational context."
- b. Utilize Mixed-Method Approaches: "It is recommended for future studies to employ a mixed-method approach (combining quantitative and qualitative data) to gain deeper, more comprehensive insights into the psychological and technical barriers faced by supervisors and teachers during the curriculum transition"

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