Enhancing Teacher Competence In Implementing The Independent Learning Curriculum: The Role Of Change Management

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Abstract

The implementation of the independent learning curriculum is a fundamental endeavor undertaken by the government to enhance the quality of education and learning in schools. However, this implementation is often impeded by the inadequate grasp of various principles within the independent learning curriculum among teachers. A prevailing concern is that a significant number of teachers lack a comprehensive understanding of the independent learning curriculum, leading to the non-adherence in developing lesson plans (RPP) in accordance with the principles and guidelines set forth in the independent learning policy. To address the issue of insufficient teacher proficiency in the independent learning curriculum, the School Principal proactively initiated change management activities. The research employed descriptive and verifikasi methods, drawing on the action research model proposed by Kemmis & McTaggart, encompassing four stages: planning, implementation, observation, and reflection. Descriptive statistical analysis and interactive analysis techniques were employed for data analysis, utilizing various research instruments such as researchers, tests, observation sheets, and questionnaires. The study's results indicate that the application of change management positively influences teachers' mastery of the independent learning curriculum, particularly in their capacity to develop effective and student-oriented lesson plans (RPP), deliver instruction tailored to students' needs, and implement self-directed learning assessments, as outlined in the independent learning curriculum. The implementation of change management measures significantly enhanced teachers' proficiency in mastering the independent learning

curriculum at SDN 131 Cijawura. This improvement is evident in various aspects of their mastery of the independent learning curriculum, which was previously developed by the researcher. Notably, the average score increased from 71.06 in the pre-action phase, with a success rate of 27.78%, to an average score of 81.06 with a success rate of 83.33% in Cycle I, and further improved to an average score of 91.28 with a success rate of 100% in Cycle II.

Keywords: Change Management; Independent Learning Curriculum; School Action Research; Learning Implementation Plan.

Introduction

Educational institutions currently encounter a significant challenge: producing graduates who possess not only academic competence but also the necessary skills to thrive in a fiercely competitive job market. The government is actively striving to strike a balance between meeting the normative academic requirements for graduates and cultivating their self-reliance, productivity, and societal contributions. In response to this challenge, educational researchers and policymakers have recognized the significance of incorporating independent learning curriculum to foster self-directed learning among students. The independent learning curriculum emphasizes learners' autonomy, critical thinking, problem-solving abilities, and the capacity to adapt to dynamic work environments. By promoting these qualities, the curriculum aims to equip students with the resilience and flexibility required to succeed in their future careers.

This endeavor is exemplified by the introduction of the link and match program, which aims to bridge the gap between educational institutions and the industrial sector, as well as the implementation of the independent learning curriculum, granting schools the autonomy to manage and devise educational policies tailored to their specific contexts and needs. Within the framework of independent learning policies, schools are given flexibility in managing their BOS (School Operational Assistance) funds, employing Zonation-based student enrollment, encouraging teachers to develop effective, efficient, and student-centered lesson plans (RPP), conducting minimum competency assessments and character surveys, and reclaiming control of the assessment process and its outcomes at the school level (Kemendikbud, 2018).

Through the independent learning policy, the government aims to foster educational institutions that are more autonomous, responsible, and professional, capable of better understanding and accommodating the

diverse needs of students, thereby producing competent and highly competitive graduates. The envisioned benefits of this policy include fostering collaborative efforts among School Principals, teachers, parents, and local governments to find effective, efficient, and timely solutions to the unique conditions, challenges, and issues of education in each school, particularly in enhancing the quality of student learning processes. Furthermore, this policy seeks to instill a sense of ownership and responsibility among School Principals, teachers, parents, and local governments for the management of education in their respective regions (Panginan & Susianti, 2022; Halimatusyadiyah et al., 2022; Rahayu et al., 2022; Istaryaningtyas, 2021; Purba, 2022).

Specifically within the school context and learning processes, the independent learning policy is manifested in the form of the independent curriculum, empowering teachers with greater freedom to develop RPPs that align with the specific needs and learning processes of their students. In contrast to the conventional RPP development approach, which might be bogged down by administrative burdens, the independent learning curriculum directs teachers to create RPPs that are effective, efficient, and student-centered, focusing on core elements such as learning objectives, teaching methods, and methods of assessing student learning outcomes (Kemendikbud, 2018).

The introduction of this independent curriculum is grounded in necessity. Various national and international studies have consistently shown that Indonesia is grappling with a prolonged learning crisis. These studies reveal that a significant number of Indonesian children struggle to comprehend basic reading materials or apply fundamental mathematical concepts. The findings also expose a glaring education disparity between regions and social groups in Indonesia. Addressing these pressing challenges requires systemic changes, and the curriculum stands as a pivotal component in restoring the learning process (Kemendikbud, 2019; Damaningrum & Budiarto, 2021; Putri & Rachmadiarti, 2021; Harapan, 2020; Astuti et al., 2018; Azaly & Fitrihidajati, 2021).

The independent learning curriculum comprises several essential components, including intracurricular activities, projects aimed at reinforcing students' understanding of Pancasila (the national ideology of Indonesia), and extracurricular activities. Within the curriculum structure, the allocation of teaching hours for an academic year is specified, and weekly distribution of teaching hours is suggested. Furthermore, detailed adjustments in subject arrangements are elaborated in a question-answer list corresponding to different educational levels

(Kemendikbud, 2019). These initiatives collectively strive to elevate the quality of education and learning in schools.

Nonetheless, the successful implementation of the independent learning curriculum hinges significantly upon the teachers' proficiency in comprehending its objectives, scope, and practical application within educational institutions. Challenges emerge at this juncture due to the prevalent lack of complete understanding among teachers. Consequently, this dearth of comprehension impedes the effective execution of the curriculum. Evidently, at certain schools, such as SDN 131 Cijawura, the low proficiency of teachers in implementing the independent learning curriculum is demonstrated through several observable phenomena, including: (1) Deficient understanding of the independent learning curriculum among teachers; (2) Inability to develop lesson plans (RPP) in alignment with the principles and guidelines of the independent learning policy; (3) Incapacity to effectively integrate local content into various teaching methods; (4) Some teachers primarily prioritizing lesson delivery to fulfill obligations, rather than being fully oriented towards students' learning outcomes; and (5) Teachers adhering to traditional values and entrenched habits that do not entirely align with the independent learning policy.

These facts underscore that numerous teachers still grapple with comprehending and mastering the implementation of the independent learning curriculum at the school level. The principal factor contributing to this proficiency gap, in the writer's opinion, is the challenge faced by teachers in breaking away from traditional values and ingrained habits rooted in the previous learning paradigm. This, consequently, hampers the effective execution of the independent learning curriculum.

Consequently, the prevailing situation necessitates school principals to adopt specific measures to aid teachers in augmenting their proficiency in implementing the independent learning curriculum. Failure to address these challenges not only jeopardizes schools' ability to adapt to the demands of the independent learning policy but also detrimentally impacts students, who deserve to receive the highest-quality educational services in accordance with the independent learning policy.

Among the pivotal steps that school principals must undertake to address the challenges linked to teachers' inadequate proficiency in the independent learning curriculum is the cultivation of a transformation in attitudes, behaviors, values, traditions, and practices among teachers within the school environment. This endeavor is imperative, given that

several challenges concerning teachers' low proficiency in the independent learning curriculum stem from their difficulties in disentangling themselves from traditional values and long-standing habits deeply embedded within the school's culture. Consequently, school principals should take proactive action by implementing change management strategies, tailored to assist teachers in acclimatizing themselves to the independent learning policy promulgated by the government.

Change management in this context refers to the leadership's systematic efforts to plan, coordinate, direct, control, and supervise activities with the aim of enhancing the organization under their guidance, surpassing its previous state (Pidarta, 2004). Within the realm of change management, a deliberate endeavor is made to deconstruct entrenched old values that have been the root causes of problems and replace them with innovative new values to address prevailing issues (Carnall, 2007). Change management is closely associated with the adaptation of specific conditions to emerging and evolving new values within society. In the organizational context, this process of adaptation to novel values and realities demands not only the qualities and role of an adept leader but also the optimal implementation of all management functions, including planning, organizing, directing, controlling, and systematic evaluation (Winardi, 2005).

The application of change management in the domain of schools, or education management as a whole, encompasses well-planned activities of planning, organizing, directing, supervising, controlling, and evaluating desired changes, actively involving key stakeholders in the change process. In this instance, the desired change focuses on enhancing teachers' proficiency in the independent learning curriculum and fostering a learning climate that aligns with the independent learning policy set forth by the government. Consequently, teachers, as the primary agents of change, become the central focus of the change management endeavor.

This study represents a school action research meticulously conducted by the researcher to address the specific issue at hand— examining how change management contributes to enhancing teachers' proficiency in mastering the independent learning curriculum. The research hypothesis posits that the application of change management can significantly improve teachers' proficiency in implementing the independent learning curriculum at SDN 131 Cijawura. The main objectives of this school action research are twofold: (1) to

comprehensively understand the implementation of change management in enhancing teachers' mastery of the independent learning curriculum at SDN 131 Cijawura, and (2) to gain profound insights into the far-reaching impact and benefits derived from implementing change management in augmenting teachers' proficiency in the independent learning curriculum at SDN 131 Cijawura.

Methods

The focus of this research lies on the faculty members at SDN 131 Cijawura. The study comprises a total of 17 teachers. It is crucial to emphasize that the impetus for implementing actions by the School Principal in this research stems from several pertinent facts concerning the teachers' competencies, particularly their proficiency in mastering the independent learning curriculum. The current state shows that this proficiency remains suboptimal and, consequently, adversely affects the quality of teaching and the learning outcomes of the students. After conducting a careful reflection on the teachers' conditions, especially their proficiency in mastering the independent learning curriculum at SDN 131 Cijawura, the researcher has identified certain factors contributing to their low competence in this domain. Hence, this research aims to employ change management as an action to enhance the teachers' proficiency in mastering the independent learning curriculum.

In this school action research, data will be collected to evaluate teachers' proficiency in mastering the independent learning curriculum both before and after the implementation of the change management activities. This data will serve as a reference for both the School Principal and the teachers themselves to assess the effectiveness of the existing teaching processes and the teachers' capacities for which they are accountable. Additionally, the research will encompass test results of teachers' proficiency derived from the change management activities. These results will be quantified through scores, averages, and percentages, demonstrating the teachers' proficiency in mastering the independent learning curriculum based on the independent learning policy, which stands as the primary issue addressed in this research. Furthermore, data related to the teaching process and teacher training will be collected through observations of the practices and procedures implemented during the change management activities. This observation serves as a measure to address the challenge of teachers' inadequate proficiency in mastering the independent learning curriculum. Throughout this observation process, the School Principal will evaluate

the level of activity, interest, mastery, and responses of the teachers towards the change management activities and how they utilize these practices to enhance their proficiency in mastering the independent learning curriculum.

Considering the type of data required for this research, relevant information will be sourced from the teachers through observations or records maintained by the School Principal during the implementation of the actions among the teachers. These observations will be documented in the form of field notes and questionnaires, which will assess the effectiveness of the change management implementation in efforts to enhance teachers' proficiency in mastering the independent learning curriculum.

The research will collect data from various sources, including: Informants or sources of information, i.e., the teachers at SDN 131 Cijawura, Locations and events that occur during the implementation of the change management activities within the environment of SDN 131 Cijawura, Documents or archives, such as lesson plans (RPP), scientific works produced by the teachers, grade lists, teachers' attendance records, and materials used during the change management activities provided to the teachers.

The research data is gathered and organized through various data collection techniques, which encompass observation, interviews, document analysis, questionnaires, and teacher competency tests. These research instruments are meticulously chosen to align with the research objectives and address the research questions effectively. They are as follows: Researcher: The researcher serves as the primary data collector and undertakes various roles, including that of a planner, implementer, data analyst, interpreter, and presenter of research findings; Tests: This technique is employed to collect data on teacher competencies (pedagogical, personal, social, and professional), with a particular focus on their proficiency in mastering the independent learning curriculum; Observation Sheets: The researcher utilizes field notes as observation sheets to capture information based on observations of the change management process concerning the mastery of the independent learning curriculum; Questionnaire Sheets: Questionnaires are utilized to obtain responses from teachers regarding the implementation of change management activities.

The first data analysis technique employed is descriptive statistical analysis. This technique is utilized to examine straightforward quantitative data, such as figures related to teachers' capabilities and

satisfaction recorded throughout the entire action and evaluation phases of the school action research. The data is presented in the form of means, percentages, and comparisons between cycles (pre-action, cycle I, and cycle II). The second data analysis technique is interactive analysis (Miles et al., 2014). This technique is employed to analyze qualitative data, which comprises descriptive accounts of the ongoing and completed action implementation. The process of interactive analysis includes four components of activities:

Data Reduction: Data reduction involves sifting through the data to identify relevant information that aligns with the research objectives, ensuring that the collected data is focused and manageable; Data Presentation: The reduced data is systematically presented, starting from planning, action implementation, observation, and reflection. This facilitates the interpretation of the data; Data Triangulation: Data triangulation entails comparing data obtained from various sources, such as observations, teacher questionnaires, and writing ability test results; Drawing Conclusions: Conclusions are drawn based on the comprehensive analysis of all the collected data.

This data analysis technique is utilized to delve into qualitative data, allowing for the identification of teachers' strengths and weaknesses in educational supervision activities through group counseling. This assessment is based on normative criteria derived from theoretical studies and existing regulations. The analysis outcomes serve as the foundation for developing action plans for the subsequent stages, following the established research cycle. Data analysis is conducted concurrently with or after data collection. The research procedures or steps are structured in cycles of activities, following the action research model by Kemmis & McTaggart. According to Kemmis & McTaggart (in Hopkins, 2011), action research consists of four stages: Planning the action to be implemented. In this research, the action involves the implementation of educational supervision to enhance teaching quality;Implementing the action or conducting educational supervision through group counseling, facilitated by the School Principal for the teachers; Observing and evaluating the outcomes of the action, including an assessment of the impact of educational supervision on teachers' teaching abilities and the quality of their teaching; Reflecting on the action and devising plans for the subsequent stage.

Results and Discussions

The researcher carries out the implementation of assessment activities in this study by collecting data pertaining to the teachers' previous conditions within the environment of SDN 131 Cijawura. Based on the available data regarding teachers' mastery of the independent learning curriculum at SDN 131 Cijawura, the researcher has observed that certain teachers lack the necessary proficiency in the independent learning curriculum to effectively improve and enhance educational practices in alignment with the objectives of the independent learning curriculum itself.

Cycle I of this School Action Research encompasses four main activities: planning, action, observation, and reflection. These activities are conducted simultaneously and may be subject to modifications based on the exigencies and context of problem-solving encountered in this school action research. The findings of the school action research conducted by the researcher during Cycle I are as follows:

Planning Phase: During this phase, the researcher ascertained that the implementation of change management activities represents a fitting course of action to enhance teachers' proficiency in mastering the independent learning curriculum. The implementation of change management activities will be carried out in a concise manner, adhering to modified steps of implementation that correspond to the actual context of the issues faced. In this context, four stages of change management were identified: (1) Planning Stage; (2) Implementation Stage; (3) Control Stage; and (4) Evaluation Stage.

Action Implementation Phase: Cycle I comprised two stages of action. In this cycle, the School Principal executed all the planned actions in line with the predetermined objectives. The School Principal initiated initial communication with the teachers to comprehend and gain insights into their mastery of the independent learning curriculum, along with the obstacles and difficulties encountered in its implementation within their teaching practices. Subsequently, the School Principal informed the teachers about their participation in the change management activities, which encompassed focused training, guidance, and simulations of the independent learning curriculum. During these sessions, teachers underwent training, received guidance, and actively engaged in simulations to enhance their proficiency in the independent learning curriculum. At the designated time, the School Principal commenced focused training activities to boost teachers' proficiency in the independent learning curriculum and facilitate their adaptation to the

requisite changes in line with the independent learning curriculum. Readiness checks were conducted before initiating these activities. Throughout the process, the change management activities entailed the introduction and in-depth examination of the independent learning policy and curriculum, alongside their implementation within the school's educational milieu. During the introduction of change management, teachers also participated in simulations involving the creation of lesson plans (RPP), instructional sessions, and student assessments based on the principles of independent learning. Teachers actively participated in these activities.

Observation Phase: The observation phase involves the systematic monitoring and data collection during the implementation of the action, guided by meticulously prepared observation sheets. The observer's primary focus is on the teachers' activities throughout the educational supervision process, aligning with the pre-established planning and objectives. Subsequently, the obtained observation results undergo rigorous analysis to assess the teachers' level of activity and proficiency in their teaching practices. The findings from the initial activity in Cycle I unveil the School Principal's concerted efforts to execute all stages of change management optimally. However, in the initial stage (Planning Phase), the School Principal's performance in explicating the change management activities to the teachers exhibited suboptimal performance. Additionally, the implementation stage (Implementation Phase), particularly concerning focused training on developing lesson plans (RPP), instructional simulations, and student assessment methods, which align with the principles of the independent learning curriculum, was still not fully optimized. Furthermore, the control stage (Control Phase), involving the monitoring of RPP development and classroom instruction by teachers in adherence to the independent learning curriculum guidelines, was not yet entirely optimized.

Based on the observation results of the teachers' conditions after participating in the change management activities, it becomes apparent that their proficiency in mastering the independent learning curriculum remains suboptimal. The primary weaknesses in the expected teacher competencies mainly pertain to: (a) Some teachers still face challenges in creating effective, efficient, and learner-oriented lesson plans (RPP); (b) Some teachers have yet to fully develop and execute lessons based on students' individual needs; and (c) Some teachers encounter difficulties in comprehending effective competency assessment methods for their students. The overall average score obtained was 81.06, with a success

rate of 83.33%. This indicates a notable improvement in teacher performance compared to the pre-action phase, where the average score achieved was 71.06, with a success rate of 27.78%. Moreover, the observation of teacher responses to the change management activities reveals that out of the total 17 participating teachers, 4 expressed dissatisfaction, 3 were somewhat satisfied, 8 were satisfied, and 2 were highly satisfied. This demonstrates that the researcher (or School Principal) has indeed initiated various measures and procedures of change management to enhance teachers' proficiency in mastering the independent learning curriculum, although further enhancements can be implemented.

Reflection Phase: In the reflection phase, all observation results, teacher evaluations, and notes from the researcher (School Principal) pertaining to the action's implementation are subject to comprehensive analysis, elucidation, and summarization. The primary purpose of reflection is to ascertain the role of change management activities in improving teachers' proficiency in mastering the independent learning curriculum within the premises of SDN 131 Cijawura. The outcomes of the reflection process will serve as a vital determinant for the researcher in deciding whether to proceed with Cycle II or subsequent cycles, or if the research aimed at addressing the low proficiency of teachers in mastering the independent learning curriculum has been adequately concluded.

Based on the data derived from observations and the continued implementation of interventions aimed at enhancing teachers' proficiency in mastering the independent learning curriculum, the researcher has identified specific weaknesses and deficiencies that necessitate improvement to bolster teachers' capabilities, interests, and motivation in mastering the independent learning curriculum. The comprehensive application of change management activities has significantly contributed to the School Principal's efforts in augmenting teachers' competence in mastering the independent learning curriculum, as evidenced by several aspects observed during the research proceedings. The attainment of an average score of 81.06 with a success rate of 83.33% indicates a positive advancement in teachers' proficiency to master the independent learning curriculum, particularly regarding the effective development of learner-centric lesson plans (RPP) and the implementation of pedagogical practices and student assessments that align with the exigencies and conditions of the learning process. Nevertheless, it is important to note that this outcome has not yet reached

the envisioned targeted level set forth in this research.

Specific weaknesses observed during the implementation of interventions in Cycle I are as follows:The School Principal's execution of all change management procedures has not reached its full potential and optimization; Some teachers still encounter challenges in generating effective, efficient, and learner-oriented lesson plans (RPP); Certain teachers have not fully grasped and implemented effective minimum competency assessment methods for their students.

Based on the findings from the reflection phase, the researcher recognizes the importance of continuing the implementation of interventions by applying change management activities in Cycle II to address the identified shortcomings and weaknesses in Cycle I of the study. The outcomes of the teaching or action research in Cycle II are aimed at improving the aspects that were considered lacking in Cycle I.

During the Planning Phase, the researcher formulated a comprehensive action plan for Cycle II, taking into account the deficiencies observed in Cycle I, to enhance the effectiveness of the interventions in improving teachers' proficiency in mastering the independent learning curriculum at SDN 131 Cijawura. The researcher meticulously addressed the weaknesses identified in the previous cycle, aligning them with the implementative steps and formal procedures of change management activities.

The Action Implementation Phase involved executing the actions as per the improvements outlined in the action plan. Cycle II followed a similar pattern to Cycle I, with particular attention to the previously identified weaknesses.

In the Observation Phase of Cycle II, similar to Cycle I, the researcher conducted observations during the implementation of actions, utilizing observation sheets prepared earlier, which covered various identical observation points. The results of the observations indicated that all teachers who participated in the change management activities during Cycle II attained scores ranging from 81 to 100, categorized as "Very High." The overall average score obtained was 91.28, with a 100% success rate. Furthermore, the researcher's evaluation of the implementation of actions showed that the School Principal achieved an 82.50% level of action accomplishment out of the four stages of change management. This indicates the successful execution of various stages of change management by the School Principal, meeting the set success indicator of 80%. Consequently, the researcher or School Principal has effectively followed the implementation steps of the actions in

accordance with the procedures of change management activities.

Drawing conclusions during the Reflection Phase, based on the observations of the actions taken in Cycle II, the researcher notes the following:

The School Principal has effectively led the change management activities to enhance teachers' proficiency in mastering the independent learning curriculum. The change management actions have addressed the issue of low teacher proficiency in mastering the independent learning curriculum at SDN 131 Cijawura. The School Principal competently executed the four stages of change management, resulting in an increase in the action accomplishment score from 76.25 in Cycle I to 82.50 in Cycle II.

The observation results in Cycle II demonstrate a significant improvement in scores compared to the average score of 81.06 with a success rate of 83.33% obtained in Cycle I. The average score in Cycle II increased sharply to 91.28 with a success rate of 100%, indicating a positive enhancement in teachers' proficiency in mastering the independent learning curriculum.

Teachers have responded positively and expressed satisfaction with the implementation of the change management actions.

Based on the thorough reflection and analysis of the action research, it is evident that the implementation of change management activities has played a pivotal role in addressing the challenge of teachers' insufficient proficiency in mastering the independent learning curriculum at SDN 131 Cijawura. The findings from the observation and evaluation of the two action cycles provide valuable insights into the impact of the intervention on enhancing teachers' competencies and motivations in adopting the independent learning approach. Throughout the action research process, the School Principal, in collaboration with the researcher, diligently executed the planned activities, adhering to the principles of change management. The action research involved systematic planning, execution, observation, and reflection, aimed at continuously improving the teachers' capabilities in the context of the independent learning curriculum.

The implementation of the change management activities in Cycle II successfully addressed the identified weaknesses and limitations observed in Cycle I. Notably, the action plan for Cycle II was strategically designed to target the specific areas of improvement required, focusing on the aspects that were previously lacking. Consequently, the interventions yielded fruitful outcomes, leading to significant

advancements in teachers' proficiency in mastering the independent learning curriculum. The results from the observation phase in Cycle II revealed remarkable improvements in teachers' performance, as indicated by their scores in the observation sheets. The average score of 91.28, with a success rate of 100%, demonstrates a substantial enhancement in their mastery of the independent learning curriculum. The positive responses and satisfaction expressed by the teachers further affirm the effectiveness of the change management activities in nurturing their enthusiasm and commitment to the independent learning approach. It is essential to acknowledge that while the action research has made substantial progress in addressing the identified issue, continuous efforts and further improvements are necessary to sustain the positive outcomes and further elevate the teachers' competencies. The researcher and the School Principal should persist in fostering a culture of continuous learning and support, encouraging teachers to explore innovative teaching practices aligned with the principles of the independent learning curriculum.

The action research, particularly with the strategic implementation of change management activities, has undeniably been instrumental in empowering the teachers at SDN 131 Cijawura to embrace and excel in the independent learning curriculum. The research outcomes contribute valuable insights to the field of education, emphasizing the significance of implementing effective change management strategies to uplift teachers' competencies and create a conducive learning environment that fosters academic excellence and student success (Ibrahim & Don, 2014; Guerrero et al., 2018; Kiani & Shah, 2014; Sutarni et al., 2022; Sarsour & Sarsour, 2019; Vaziri & Keramati, 2018; Abbott & McGuinness, 2022; Fadzil et al., 2019).

Conclusions

The process of enhancing teachers' proficiency in mastering the independent learning curriculum through the implementation of change management activities has been effectively carried out under the leadership of the School Principal. This effectiveness is demonstrated by the improvements observed in focused observations, with the success rate increasing from 76.25% in Cycle I to 82.50% in Cycle II. The adaptability of change management to address specific school conditions highlights the importance of tailoring its implementation steps to the context of the challenges faced.

Change management has played a pivotal role in positively

impacting teachers' abilities to develop effective learner-oriented lesson plans (RPP), engage in student-centered teaching practices, and implement independent learning assessments in line with the provisions of the independent learning curriculum. The interventions in change management have significantly elevated teachers' competencies in mastering the independent learning curriculum at SDN 131 Cijawura, as evidenced by the multifaceted aspects of their progress assessed by the researcher. The noteworthy increase in average scores and success rates from the pre-action phase (71.06%, 27.78% success rate) to Cycle I (81.06%, 83.33% success rate), and further to Cycle II (91.28%, 100% success rate), substantiates the continuous improvement in teachers' proficiency, underscoring the positive influence of the change management actions.

The overwhelmingly positive feedback from the participating teachers, obtained through a survey administered by the School Principal, corroborates their appreciation for the change management interventions. Notably, the simulated exercises focusing on developing learner-oriented lesson plans (RPP) and implementing teaching practices aligned with the provisions of the independent learning curriculum received particular acclaim from the teachers. This favorable response attests to the successful acceptance and integration of the change management initiatives. The implementation of change management activities has unequivocally proven to be a highly effective strategy in enhancing teachers' proficiency in mastering the independent learning curriculum. The discernible positive outcomes observed throughout the action research, alongside the teachers' favorable responses, emphasize the significance of employing structured change management interventions to foster continuous growth and professional development among educators. The insights generated from this research hold great value for the academic community, emphasizing the paramount importance of strategic change management approaches in advancing excellence in teaching and learning practices.

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