Research Article

Organizational Behavior in The Implementation of The Merdeka Curriculum at The Center of Excellence Vocational School in Batam City

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Abstract

The purpose of this research is to find out about the Organizational Behavior of the Center of Excellence Vocational School in Batam City in implementing the Merdeka Curriculum. The research uses a descriptive qualitative research approach. Data collection techniques were carried out using observation, interviews, and documentation. Research subjects include the principal, deputy principal, head of skills program & teachers. the results of this research show that in managing the center for excellence vocational school program in Batam, the principal carries out his role well, the program management process includes activities including program planning, program implementation, and program evaluation. Leadership Style, organizational culture & motivation influence Individual Behavior in carrying out the planned Merdeka Curriculum Program. Individual behavior can be in accordance with organizational expectations if the leadership style can be adaptive according to the needs of the organization, motivation is maintained, and the organizational culture is able to provide value for itself. If individual behavior is integrated with these values, commitment to the organization will be strong, thereby creating the best quality of education.

Keywords
Organizational behavior; Merdeka Curriculum; vocational school.

Introduction
The world of education is marked by various changes that come continuously, simultaneously, and with very high frequency. Not yet complete the socialization of one change, another change comes. If we observe, currently Indonesian society is faced with a variety of very complex and acute problems. As a result of fast and uncertain social transformation and technological change. In line with the current development of society, the values that exist in society are also developing, requiring every member of society to make changes and adjustments to the demands of developments occurring around society,

including education such as the importance of the role of education that the future curriculum is always a hot topic for discussion in every country. As well as in Indonesia, issues surrounding the curriculum are always in the spotlight (Anggung & Prasetyo, 2018).

The Merdeka Curriculum aims to develop students' learning potential and interest to the maximum, which is currently being intensively introduced by the Indonesian government can be applied at various levels of education from basic education to higher education. One application of the Merdeka Curriculum that is quite influential is at the vocational school level. Vocational Education is education at the secondary level that prioritizes developing students' abilities to carry out certain types of work. thereforet Vocational Education takes policy steps that lead to the ability to support the creation of human resources capable of facing free competition through the vision of Vocational Education, namely the realization of vocational education and training institutions with international and national standards. Vocational School is an organization where the organization is a tool to achieve goals. Organizations concentrate on goals, technology, and environmental uncertainty as the main contingency variables that determine the appropriate structure for the organization (Supini, 2020).

Teachers, as educators, should treat various developments in the world of education. A change is needed in the application of concepts or ideas that require work patterns. This work pattern can be appropriate if the abilities possessed are supported by knowledge and motivation. Work motivation is the skill of directing and mobilizing with a series of strengths to behave effectively, integrated in a certain way to achieve satisfaction and success so that the desires of stakeholders and the goals of the organization. In this case, SMK can be achieved according to expectations. Law no. 14 of 2005 concerning teachers and lecturers article 4 emphasizes that teachers as learning agents function to improve the quality of national education. To be able to carry out their functions well, teachers are required to have certain requirements. One of which is competence where these competencies consist of pedagogical, personal, social, and professional. All of which cannot be separated and must be possessed by a teacher (Nurwidya & Nurjannah, 2023).

In initial observations by researchers at the Batam Center for Excellence Vocational School, the principal said that the biggest obstacle in implementing the Merdeka Curriculum (IKM) was the minimal number of teaching staff to meet students' needs to choose elective subjects according to their interests. For example, for Maple Welding, there are only 4 teaching staffs available, while the regular class that follows this subject is 15 groups (Interview, 2023).

Apart from that, the principle of providing understanding/mindset teachers in dealing with curriculum changes requires a long process due to the understanding of the majority of teachers who think *"Change Ministers also change the Curriculum"*. Therefore, it seems that the policies implemented are politically and bureaucratic. In this case, the principal always encourages that implementing the curriculum is a necessity in facing changing times. Furthermore, the head also said that learning infrastructure is also the biggest challenge considering that digitalization of learning demands a need in the process of actualizing learning in schools (Interview, 2023).

Meanwhile, the obstacles found when implementing the "independent" curriculum were when initially implementing the Center of Excellence Vocational School Program in Batam. Implementation guidelines were still very minimal. The difficulties in implementing this program were because the school had to prepare implementation documents, on the other hand, the school also had to directly implement the program. The biggest obstacle during the implementation of this program is that many teachers are afraid to innovate in the preparation of the curriculum because they are used to the standards prepared by the government even though innovation in the curriculum is mandatory. This way of thinking needs to be improved so that teachers' abilities and the learning outcomes obtained by students

are relevant to industry needs and this is the reason why the Merdeka Curriculum Implementation policy emerged (Interview, 2023).

The initial observation findings above illustrate various dynamics regarding organizational behavior in implementing the Merdeka Curriculum Program at the Center of Excellence Vocational School, especially in the face of intense competition, each Education Unit directly involved in this policy must quickly adapt to suit the objectives of its launch. Merdeka Curriculum Program, especially at the Center of Excellence Vocational School. Of course, carrying out this change agenda requires support from the quality of human resources (educators/educational personnel), organizational culture and educational facilities/infrastructure as well as how a school principal is able to manage and design the best strategy to achieve the desired targets (Kemendikbudristek, 2022).

However, from the data obtained through grand tour above, many obstacles occur so it is feared that this will make it difficult for the Merdeka Curriculum Implementation Policy to run as expected. So, further research is needed regarding Organizational Behavior at the Center of Excellence Vocational School in Batam City in implementing the Merdeka Curriculum Implementation policy that has been established by the government.

Overview of Organizational Behavior

Organizational behavior is a system consisting of patterns of cooperative activities carried out regularly and repeatedly by a group of people to achieve a goal. According to Gitosudarmo (1997), organizations have the following elements: a) Systems, organizations are a collection of sub-sub systems; b) Activity patterns in organizations there are activities carried out by people which are carried out relatively regularly and tend to be repetitive; c) A group of people, an organization is a collection of people; d) Purpose, every organization founded is to achieve a goal.

As quoted by Dwapatesty et al., in their research they mention several definitions of organizational behavior. Organizational behavior according to Gitosudarmo and Sudita is a field of science that studies human interactions in organizations which includes systematic studies of structural behavior and processes in organizations. Gibson et al. define organizational behavior as a field of study that includes theories, methods, and principles from various disciplines to study individual perceptions, values, and actions when working in groups and in organizations that as a whole analyze the impact of the external environment on mission and goals, as well as organizational strategy. Meanwhile, according to Robins, organizational behavior is a field that investigates the influence that individuals, groups, and structures have on human behavior in organizations with the aim of applying knowledge to increase organizational effectiveness (Dwapatesty et al., 2021).

Based on the definitions above, it can be concluded that organizational behavior is a study of what people in an organization do and how the behavior of these people can influence performance and commitment to the organization with study material about organizational mechanisms, leadership, mechanisms, and capabilities individual. The organizational behavior includes:

a. Organizational Culture

Employee commitment to the organization can be influenced by organizational culture (Kozlowski et al., 1993). In addition, research conducted by Reilly et al. show the importance of organizational cultural values in influencing individual behavior and attitudes. This shows that there is a relationship between person-*organization fit* with employee commitment to the organization, where employees who are in accordance with the organizational culture tend to have a high commitment to the organization and have a high intensity to continue working in the organization. Organizational culture is a social force that is invisible but can move people in an organization to carry out work activities (Sutrisno, 2018). A strong organizational culture will be able to support the company's goals, whereas a weak organizational culture will hinder or conflict with the company's goals (Kambara, 2020).

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When entering a new work environment, employees will enter an environment that has certain values. This makes them expected to be able to adapt to the environment and involves learning about values, processing information in new ways, and working within a set of established norms, customs, and rituals. Even though this is difficult, it can be understood better when employees can learn about the company's values. These values are in the form of affective desires and awareness or desire that guide behavior. Company values will guide individuals to behave well inside or outside of work so that they will behave consistently (Liany, 2020).

Therefore, an effective organizational culture is employees who are active in every organizational activity. Organizational culture is an inseparable part of the environment. Organizational culture is very important in every activity such as an educational institution to create a sense of pride in the activities planned by the leadership of the organization. Organizational culture has a determined strength in living core values, clarity of regulations, and wide distribution among school organizations. The greater the number of members who accept and live the core values, the greater the commitment of organizational members to the strength of the organizational culture (Muchlish, 2020).

b. Leadership Style

Several literatures highlight the complexity of leadership and its definition in modern organizations because there are many stakeholders involved in the leadership paradigm (Karada, 2015). Although there is no such agreement on the definition of leadership, however, the broader meaning of leadership involves many processes ranging from creating a vision to translating this vision into concrete achievement goals (Karada, 2015). Therefore, leadership is defined as a leader who influences subordinates to achieve common goals in the organization (Karada, 2015). In addition, James Mac Gregor Burns, founder of transformational and transactional leadership styles, emphasizes the influence of this leadership on subordinates (Colquitt, 2019).

Furthermore, style can be interpreted as attitude, movement, behavior, gestures, strength, and ability to do good. According to Rivai as follows: (1) Leadership style is the overall pattern of a leader's actions, both visible and invisible to his subordinates, (2) Leadership style describes a consistent combination of philosophy, skills, traits, and attitudes that underlie a person's behavior, (3) Leadership style shows directly or indirectly a leader's belief in the abilities of his subordinates, (4) Leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, which a leader often applies when he tries to influence performance of subordinates, (5) Leadership style is the basis for classifying leadership types, (6) The most appropriate/appropriate leadership style is a style that can maximize productivity, job satisfaction, growth and is easy to adapt to all situations (Mareta, 2022).

Meanwhile, Matondang (2009) stated that leadership style is "a pattern of attitudes and behavior displayed in the process of influencing other people". He further stated that there are many different leadership styles, including (1) telling (2) consulting, (3) participating, and (4) delegating. Another opinion is that Harijanto (2010) states that leadership style is *a norm of behavior used by a person when that person influences the behavior of other people as he sees it."* So, it can be synthesized that leadership style is a pattern of behavior shown by the principal in applying his leadership to achieve organizational goals with the indicators: empowering subordinates, providing guidance, caring for subordinates, involving subordinates in decision making, creating a conducive work atmosphere, and paying attention to subordinates' careers (Saputra & Ramadan, 2023).

c. Motivation

Motivation is defined as the force that mobilizes resources and controls human behavior. Motivation is an effort to encourage someone to take the desired action, while motive is the driving force for someone to take action. The term motivation comes from the Latin word movere, which means to stir or mobilize. Because a person's behavior tends to be goal-oriented and driven by the desire to achieve a particular goal. The contemporary or modern view of motivation theory put forward by Landy and Becker identifies four categories of motivation theory, namely: (1) needs theory; (2) equity theory; (3) expectation theory; and (4) goal-setting theory (Winardi, 2019).

In the work context, motivation is an important factor in encouraging an employee to work. There are three key elements in motivation namely effort, organizational goals, and needs. Therefore, it requires intensity and quality of efforts and is focused on organizational goals. Effort is a measure of intensity. When someone is motivated, they will try as hard as they can to achieve their goals but not necessarily high effort will result in high employee performance. Needs are internal conditions that are conducive to stimulation where unsatisfied needs will give rise to tension that stimulates drives from within the individual (Senen et al., 2021).

Basically, motivated employees are in a state of tension and try to reduce tension by expending effort. This gives rise to search behavior to find a particular goal. If it turns out that compliance occurs, there will be a voltage drop. With the right motivation, employees will be encouraged to do the maximum possible in carrying out their duties because they believe that the success of the organization in achieving its goals and objectives, the personal interests of the members of the organization will also be covered. High motivation will create a commitment to what is responsible for completing each job (McNeese-Smith, 1999).

d. Quality of Human Resources

The quality of human resources in operations certainly has an operational function as a conceptual framework for implementing management which includes six functions: (1) procurement; (2) development; (3) compensation; (4) integration or consolidation; (4) care or maintenance; and (5) separation, discharge, or retirement. The planning is explained in detail in the spirit of Islamic values as the basic basis of human thought (Sagala, 2017).

In terms of the quality of human resources, Islamic teachings are very influential in creating a pleasant work environment because the center of attention in the quality of human resources is humans themselves with the Al-Quran as a guide for all mankind. The emphasis is that the Islamic concept of human resources is not only aimed at promoting individual commitment and organizational involvement. Furthermore, Islam views work as worship, so doing it must be done in the best way with full commitment to change.

Increasing the level of an educational institution must also be supported by increasing educational resources, both in quality and quantity according to the needs of the institution. Human Resources Policy is an effort to achieve success in developing the potential of educators, empowering teacher components through various policies that support the performance productivity, and commitment of educators. Educational institutions must understand the academic activities of each educator and participate in providing facilities for developing resources based on their functions and duties. Therefore, educational institutions realize that they are actually pursuing institutional success through available resources. The quality of educators is not separate from the quality of educational institutions (Zayas-Ortiz, 2015).

Merdeka Curriculum Implementation Policy

A good education begins with the formulation of a well-planned and mature curriculum so that its implementation is as expected. Curriculum is a learning plan. In other words, the curriculum is an education or learning plan. Another opinion was added by Saylor and Alexander who explained that the curriculum as "*a plan for action by students and teachers*", an action plan carried out by students and teachers. This action is not limited to subjects but also includes other activities that are under the school's responsibility (Ningrum, 2022).

The Merdeka Curriculum is a curriculum with diverse extracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Projects to strengthen the achievement of Pancasila student profiles are developed based on certain themes determined by the government. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content (Nugraha, 2023).

Various national and international studies show that Indonesia has experienced a learning crisis (*learning crisis)* which is quite long. These studies show that many Indonesian children are unable to understand simple reading or apply basic mathematical concepts. These findings also show steep education gaps between regions and social groups in Indonesia. This situation then got worse due to the spread of the Covid-19 pandemic. To overcome the crisis and various challenges, we need systemic changes. One of which is through the curriculum. The curriculum determines the material taught in class. The curriculum also influences the pace and teaching methods used by teachers to meet students' needs. For this reason, the ministry of education and culture has developed the Merdeka Curriculum as an important part of efforts to recover learning from the crisis we have been experiencing for a long time.

The Merdeka Curriculum can continue to be implemented sustainably through three things. First, fundamental regulations, for example, Government Regulation No. 57 of 2021 concerning National Education Standards. Regulations can be a reference for developing the competence of teachers and school principals as well as many other things. Second, from the assessment side. The curriculum must be accompanied by a good assessment or assessment system such as the National Assessment (AN). AN is very different from the National Examination. AN is designed not to test knowledge, but to assess students' reasoning abilities. AN is also an assessment that describes the idea of an ideal school. AN itself is not only to assess students and schools but also to assess the performance of local governments. Through the results of the regional performance assessment, the central government will be able to provide policies that are more appropriate to the needs and context of each educational unit and region. Third, public support. Public support is another crucial thing in the sustainability of curriculum implementation. Strong public support will make it difficult to sway policy changes (Trisnowati, 2019). The curriculum structure at vocational schools changes in subjects. Subjects which were originally organized into 3 (three) groups, namely: national content, regional content, and vocational specialization content were simplified into 2 (two) groups, namely the general group and the vocational group. The general group is a group of subjects whose function is to shape students into complete individuals, in accordance with the development phase, related to the norms of life both as creatures who believe in the Almighty God, individuals, social, citizens of the Unitary State of the Republic of Indonesia and as citizens of the world. Vocational groups are groups of subjects that function to shape students as individuals so that they have competencies according to the needs of the world of work as well as science, technology, arts, and culture.

The learning components that change in vocational schools are as follows: a) The spectrum of skills is adjusted to conditions in the world of work. There are 10 areas of expertise and 50 expertise programs; b) The curriculum structure consists of two groups, namely A. General, and B. Vocational. The fieldwork practice time is 6 months in class XII in a 3 year vocational school program and a minimum of 10 months

in class c). Learning may be delivered using the block system with a project-based learning model and the proportion of lesson hours adjusted to the skills program; d) Teaching materials are used to support learning and training for existing competencies in the world of work; e) Teachers who teach are directed to have competencies equivalent to the competencies required in the world of work. Workplace instructors are also encouraged to take part in teaching; f) Facilities and infrastructure are directed so that benchmarking analysis is carried out in accordance with the needs of the world of work.

As a guide for schools in implementing the IKM Program, the government through the Director General of Vocational Studies has created a Mentoring Scheme for Vocational Schools designated as Vocational Schools Centers of Excellence. One of the guidebooks published includes the Implementation and Learning Guide at the Center of Excellence Vocational School. In its implementation, the School Operational Curriculum needs to be a dynamic document, that is updated continuously, becomes a reference in daily life, is reflected on and continues to be developed.

Education Units are given freedom in development by adapting the main objectives of the School Operational Curriculum, as far as the basic components are covered therein. Especially for Vocational High Schools, the Operational Curriculum is an implementable curriculum that describes the core curriculum fields and competency programs in the form of concentrations and internal potential of the school and the world of work.

Get to know the Vocational School Center of Excellence in Batam
The Batam Center of Excellence Vocational High School (SMK) Program is a program that focuses on developing and improving the quality and performance of vocational schools with priority areas that are strengthened through partnerships and alignment with the world of work to produce graduates who are absorbed in the world of work or become entrepreneurs and become reference vocational schools and centers for improving the quality and performance of other vocational schools. Specifically, the Center of Excellence Vocational School Program aims to: a) Strengthen partnerships between the ministry of education and culture and regional governments in assisting the Center of Excellence Vocational School Program; b) Strengthening the quality of vocational school human resources, including vocational school principals, school supervisors and teachers to realize management and learning based on the world of work; c) Strengthen students' non-technical skills (soft skills) and technical skills (hard skills) competencies in accordance with the needs of the world of work, as well as develop character in accordance with the values of Pancasila; d) Realizing data-based planning through school-based management; e) Increase efficiency and reduce complexity in schools by using digital platforms; f) Improving facilities and infrastructure for student learning practices that are standard for the world of work; and g) Strengthening partnerships and collaboration between the Ministry of Education and Culture and the world of work in developing and assisting the Vocational School Center of Excellence Program (Nur, 2023).

Batam Center of Excellence Vocational School is a vocational school that is able to produce graduates who are competent in certain skill competencies and are absorbed in the business world, industrial world, and world of work and can continue to higher education, through a systematic and comprehensive alignment program of vocational education with the business world, the world industry and the world of work. The final target of this program is to create a reference vocational school that can function as a center of excellence, quality improvement, and reference for other vocational schools.

The objectives of the Center for Excellence Vocational School program can be achieved if intervention at the education unit level is carried out by strengthening school human resources through training and mentoring. Training and mentoring in the 2021 Center for Excellence Vocational School Program covers learning, assessment, data-based planning and school digitalization. Training in the Center of Excellence Vocational School program scheme includes: a) Pedagogical training; b) Training in the application of

learning based on principles *differentiated learning or Teaching at The Right Level* (TaRL); c) Training in implementing assessments so that teachers are able to apply assessments using these principles; and d) Training on the use of digital applications to make it easier to apply learning (Ditjen Diksi, 2021).
It is hoped that the training intervention above will have an impact on increasing the capacity of the learning committee which consists of principal, deputy principal for curriculum, school supervisor, and teachers. To bring about this impact, 2 (two) requirements are needed. First, active involvement of all elements in the center of excellence vocational school program. Second, implementing training methods that are easily accepted by the learning committee at each Batam Center of Excellence Vocational School.

The learning committee functions as an initiator, stimulator, and executor of change in the school environment, so the Directorate General of Vocational Education (Ditjen Diksi, 2021) needs to prepare a competent learning committee through the training process, in-house training (IHT) and mentoring. Learning Committee training was carried out to introduce learning with a new paradigm. Furthermore, the learning committee implemented IHT for all class X teachers in their respective schools. Then, driven by human resources who are ready and competent, the entire school community moves to make changes to learning in their school. To support this process, schools will be accompanied by specially equipped human resources from the Center for Vocational Education Quality Assurance Development.

Learning Committee Training at the Center of Excellence Vocational School Program is training designed to prepare learning committees at each Center of Excellence Vocational School so that they are able and ready to make changes to the implementation of learning in their respective schools. After completing this training, the participants are then responsible for holding in-house training with the same main substance at their school. Training achievements for the learning committee are as follows: *first,* teachers. Participants understand the philosophy of liberating learning, the Pancasila student profile, and its implications in learning. *Second,* principal/deputy principal for curriculum. Participants understand the philosophy of liberating learning, the profile of Pancasila students, and its implications in leading education units. *Third,* School Superintendent. Participants understand the philosophy of liberating learning, the Pancasila student profile, and its implications in providing assistance to educational units.

Method

This research used a qualitative approach from an educational science perspective with participatory observation to describe, describe, explore, and describe organizational behavior in educational institutions in implementing the Merdeka Curriculum, especially at the Center of Excellence Vocational School in Batam City. This research used two data sources, namely primary and secondary data. Primary data sources contained main data obtained directly from the field, such as the results of interviews and observations. Secondary data sources were data collected from various sources or information, such as document notes, brochures, journal reports, artifact observations, photos, and videos (Bogdan, 2007).

In this research, the researcher entered a certain social situation which can be a certain educational institution, made observations and interviews with people who were deemed to know about the social situation. Determining the data source for the people interviewed was carried out purposively, that is, it was chosen with certain considerations and objectives (Sugiyono, 2019). This research reveals organizational behavior in implementing the Merdeka Curriculum at the Center of Excellence Vocational School in Batam City. The data analysis technique used was the data analysis technique developed by Miles and Huberman, namely: 1) data collection; 2) data presentation; 3) data reduction; and 4) drawing conclusions/verification. Meanwhile, the data reliability test used the criteria used by Lincoln and Guba in checking the validity of the data, namely: (1) credibility (2) transferability; (3) dependability; and (4) confirmability (Jerome Kirk, 1986).

Results and Discussion

Organizational Behavior at the Vocational School Center of Excellence in Batam

Behavior is greatly influenced by the environment in which he is located, both family environment, society, customs and culture as well as the environment in which the individual is located. Therefore, each individual will have very different qualities in their behavior in an organization depending on the quality of their environment. The better the quality of the environment where the individual is, the better the quality of the individual's behavior in the organization and vice versa. The worse the quality of the individual's daily environment, the tendency for quality Individuals will worsen and there is also a positive influence between the environment and human behavior (Albashori, 2021).

The formation of behavior can be done by applying positive and negative consequences. What is meant by positive consequences is that the formation of behavior is carried out by giving gifts or rewards, praise, and so on to positive behavior, while negative consequences are the application of sanctions or laws that apply to negative behavior. However, research results show that to form expected behavior, applying positive consequences such as giving gifts, awards, bonuses, and so on has a more positive impact on performance than applying negative consequences, therefore as far as possible try to shape behavior by applying positive consequences (Timothy, 2019).

Behavior patterns are modes of behavior that a person uses in carrying out his activities. It is said that the behavioral process is similar for all individuals even though the behavioral patterns may differ. There are three interrelated assumptions regarding human behavior, namely: 1) behavior is caused, 2) the behavior is motivated, and 3) the behavior is shown to the target. These three elements are interrelated in the basic capital of individual behavior and apply to whom and whenever each individual behaves when there is stimulation and has certain goals. Target-directed behavior arises because there is stimulation and all behavior has a cause. The main thing in this process is a gap between the current condition and the desired condition and the behavior that occurs to close the gap. Stimuli are filtered through a system of desires or needs which may take various forms (Zlate et al., 2015).

Organizational behavior has a goal, namely prediction, explanation, and control, all of which are interrelated. They are important to study to enable a review or analysis process that will give rise to further actions to realize organizational effectiveness. Establishing good organizational behavior and updating techniques can facilitate the process provided that the organizational community believes that: (a) all works within the institution are important; (b) all workers must create value in their work; (c) continuous learning is a vital part of all work; (d) teamwork is important for successful implementation and problems will be resolved if the team accepts responsibility for finding solutions (Gani et al., 2020). Based on observations made by researchers, educators at the Batam Center for Excellence Vocational School are directed to always create new things related to learning strategies and models. This is in line with the guidance of the Merdeka Curriculum. Apart from that, from a management perspective, schools also provide targets and assessments of the results of the work carried out by educators. The majority of educators at the Batam Center of Excellence Vocational School are human resources who already have educator certification. Educators who do not yet have educator certification are directed and motivated by management to take part in selection as Candidate Teacher Activators (CGP) and take part in training both offline and online. Organizational stability at the Batam Center of Excellence Vocational School is very conducive, both the Curriculum Team, Student Affairs, Public Relations, and Infrastructure have structured coordination channels and can develop the organizations below them (Sutoro, 2020).

Therefore learning models can continue to be developed by teachers, and used according to the required quality standards, school management is required to have sufficient ability, skills, and knowledge in developing teaching aids as an effort to improve the quality of learning. This effort is carried out by, for example, teachers work together with other teachers, assisted by supervisors, to create educational media, emphasizing students' learning experiences through subject matter, improving the quality of

knowledge and skills in accordance with the school's mission and community needs. Creative and productive school management continuously strives to implement the learning models and strategies needed to be trained in the teachers they support so that the learning programs designed by the teachers they support can teach students and achieve predetermined competencies.

The character built by school management is a strong commitment to assessing learning outcomes by establishing standard procedural criteria and assessment techniques. This commitment is truly demonstrated by expressing what is actually not a random value. Commitment is a promise that a person upholds within himself, so commitment is a promise to oneself or to others that is reflected in the actions taken. Commitment grows within oneself as complete recognition, as a true attitude that comes from the disposition and character that comes from within a person. Breaking a commitment is the same as breaking a promise, so a principal, teachers, and school personnel need to uphold a commitment within themselves that they will do their best according to their potential. The commitment that grows within a person will encourage self-confidence and enthusiasm for work, carrying out tasks towards changes in a better and higher quality direction. This is characterized by improving the physical and psychological quality of work results so that everything becomes enjoyable for all school members to carry out their duties with full dedication (Padilah, 2022).

This commitment is needed because it will be an encouragement to do well and correctly, maintain our relationship with Allah, the Creator of the universe, maintain harmonious relationships, and build friendships between fellow humans. This statement is something that is not too difficult to say, but in reality, there are many obstacles in making it happen. For example, the obstacles faced in realizing commitment are a lack of commitment within the team, the reluctance of the team to be involved in conflict resulting in a lack of member commitment to the team. Only principals, teachers and other personnels who have high integrity and commitment can and are able to create effective schools of quality and character. This character can happen because of the commitment that grows within them, namely a strong and positive commitment starting with sincere intentions and serious work.

Therfore, organizational behavior at the Vocational School Center of Excellence in Batam plays an important role in creating a quality environment, supporting student growth, and realizing the institution's vision and mission. In this context, organizational behavior includes the values, practices, interactions, and policies carried out by employees and stakeholders in Islamic educational institutions. The following are several important aspects of organizational behavior in Islamic educational institutions. *First,* integrity and ethics. Islamic educational institutions must base their organizational behavior on high integrity and Islamic ethics. Employees and all members of the institution must act with honesty, correct ethics, and uphold religious values. This includes acting honestly, respecting the rights of others, and maintaining good morals in all interactions with students, parents, and the community (Rivai, 2019).

Second, fair leadership. Fair leadership is an important aspect of organizational behavior in Islamic educational institutions. Leaders must demonstrate leadership based on Islamic teachings through fair actions, transparent policies, and decisions based on just principles. With fair leadership, trust, motivation, and higher commitment will be created between employees and students. *Third,* collaboration and teamwork. Effective organizational behavior in Islamic educational institutions involves strong collaboration and cooperation. An important role in achieving common goals and improving the quality of education. Collaboration between staff and teachers enables the exchange of ideas, the sharing of knowledge, and the development of holistic educational programs based on Islamic principles. Collaboration is also aimed at strengthening relationships with parents and the community to create an integrative and holistic educational environment.

Fourth, effective communication. Effective communication is an important aspect of organizational behavior in Islamic educational institutions. Good communication between employees, teachers, students, parents, and the community is the key to success in achieving educational goals. Clear, open, and responsive communication must be adopted to ensure good understanding, manage conflict wisely, and maintain strong partnerships with stakeholders. *Fifth,* professional development. Organizational behavior in Islamic educational institutions also involves a strong focus on the professional development of employees and teachers (Jani, 2023). Educational institutions must provide relevant training, leadership development, and continuous learning opportunities to improve the quality of education. With continuous professional development efforts, Islamic educational institutions can adapt to changing times, keep up with breakthroughs in education, and provide the best educational experience for students. In Islamic educational institutions, Islamic organizational behavior is very important. This establishes a positive organizational culture, reflects religious principles, and increases the effectiveness of the institution in achieving educational goals. By paying attention to these important aspects, Islamic educational institutions can become centers of quality education, educating students with integrity, ethics, and strong Islamic values.

Conclusion

Based on the explanation above, it can be concluded that organizational behavior in the Implementation of the Merdeka Curriculum at the Center of Excellence Vocational School in Batam City is, *First,* during the implementation of the Merdeka Curriculum Program at the Center for Excellence Vocational School, the Organizational Culture in the educational unit became Innovative, Results Oriented, Team Oriented, HR Oriented & Stable. Both educators & students are trained to behave and act like in industry when implementing P5 projects, during learning, developing projects, and taking P5 projects. When implementing P5, students are accustomed to being self-confident, have good communication skills, work in teams, solve problems, have a high sense of initiative, are diligent, creative, and have financial skills in managing finances. So, through the P5 program, it really helps educators & students in improving good work culture attitudes. *Second,* as the person responsible for implementing the Merdeka Curriculum Implementation Program, the school principal has the roles of Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator. In managing the Center for Excellence Vocational School program, the principal carries out his role well, the program management process includes activities which include program planning, program implementation, and program evaluation. *Third,* implications for the planning and development of the Merdeka Curriculum, changes to the curriculum, especially the Merdeka Curriculum have their implications for the role and duties of teachers as the main implementers of the curriculum. In itself, efforts to empower and strengthen teacher competence are very important to be able to align with various changing demands. No matter how great the curriculum that will be implemented, if it is not balanced with the empowerment and culture of teachers, it will likely only result in waste. This research is still far from perfection because there are still many limitations in this research, such as less concrete data, and the difficulty of obtaining data directly from the main sources. Therefore, it is highly recommended that further research be carried out, to enrich understanding and knowledge about organizational behavior in implementing the Merdeka Curriculum, in school institutions, not only in vocational schools but also in other public schools.

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