

Research Article

A Case Study on The Implementation of Curriculum Management of *Sekolah Penggerak* Program at The Junior High School Level

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Abstract

The School Activator Program (PSP) is an initiative of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to encourage educational transformation through improving the quality of curriculum management. This study was conducted to examine the implementation of PSP curriculum management at UPT SMP Negeri 3 Gresik. This research uses a qualitative approach with a case study design to explore the implementation of curriculum management in depth. Data collection was carried out using three main techniques: (1) semi-structured interviews with teachers and educational staff, (2) direct observation of the learning process, and (3) document review in the form of program notes for the 2022-2024 period. The results of the study show that there is a broad curriculum management system that includes: (1) Curriculum planning based on school characteristics and student profiles; (2) Curriculum implementation, namely intracurricular activities such as the application of a differentiated learning approach, cocurricular (*Pancasila* Student Profile Strengthening Project), and extracurricular activities; (3) Curriculum evaluation and continuous professional development by disseminating information to six educational institutions. UPT SMP Negeri 3 Gresik has succeeded in becoming a model in implementing PSP (4) The main challenge faced is the adaptation of teachers to internal changes and changes in the affected schools. Conclusion: The implementation of PSP curriculum management at SMP Negeri 3 Gresik has shown progress in innovative learning approaches, although it requires strengthening in terms of mentoring and infrastructure. These findings can be used as a reference for other schools in implementing PSP and as evaluation material for policy makers.

Keywords

curriculum management; school activator program; school activator; case studies; curriculum implementation.



Introduction

Improving the quality of education in Indonesia continues to be a major focus of national policy, particularly through various innovations and strategic programs launched by the government. One of the flagship programs currently being implemented is the School Activation Program, which aims to encourage the transformation of educational units so that they are able to optimally improve student learning outcomes. This program emphasizes the importance of strengthening school management, particularly in terms of adaptive and relevant curriculum management in line with the needs of the times and the characteristics of students in each region.

The implementation of curriculum management in the School Activation Program requires the active involvement of all school components, from the principal and teachers to other educational personnel. This managerial process includes planning, organizing, implementing, and evaluating the curriculum designed to ensure the achievement of national education goals and the development of the Pancasila Student Profile. The Pancasila Student Profile consists of six dimensions: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. These dimensions are integrated into all learning activities (Kemendikbudristek, 2022). In its implementation, schools are expected to be able to develop data-based plans, develop teacher competencies through training, and innovate learning to suit the needs and potential of students. In the context of PSP, curriculum management must integrate three main components: intracurricular learning, projects to strengthen the Pancasila student profile, and extracurricular activities (Kemendikbudristek, 2022).

The implementation of this program often faces various challenges, such as limited resources, teachers' understanding of the new curriculum paradigma, and adaptation to changes in the learning system. These obstacles require effective management strategies so that the objectives of *Sekolah Penggerak* Program can be optimally achieved. In the global context, successful educational transformation relies heavily on effective curriculum leadership and continuous school innovation. Recent international studies emphasize that curriculum management is not merely an administrative task but a dynamic process requiring distributed leadership. For instance, Harris and Jones (2020) argue that sustainable school improvement is achieved when principals empower teachers to lead curriculum adaptations. Furthermore, research on school innovation highlights the necessity of professional learning communities to bridge the gap between national policy and classroom practice (Hargreaves & O'Connor, 2018). Adapting these international perspectives is crucial for analyzing how the School Activator Program (PSP) functions within the unique ecosystem of Indonesian junior high schools. Therefore, an in-depth study of curriculum management practices in driving schools is very important to provide a realistic picture of the dynamics, strategies, and solutions that can be adopted by other schools.

Research on the implementation of curriculum management in the context of the School Movement Program is very important considering the strategic role of the curriculum in improving the quality of education. Several previous studies have discussed curriculum management at various levels of education and contexts, such as in Early Childhood Education (PAUD), which emphasizes the integration of the *Pancasila* student profile in curriculum planning and evaluation (Al-Urwatul Wutsqo, 2024). In addition, other studies highlight the role of driving school principals in managing the curriculum and the various challenges faced in its implementation (Journal of Management and Educational Management). However, in-depth studies on curriculum management practices at the junior high school level, particularly in the Driving School Program, are still limited.

Furthermore, studies at MAN 4 and PAUD show that adaptive and strategic curriculum management is essential to respond to dynamic and contextual learning needs (Journal of Islamic Education Management, 2024; Journal of Obsession, 2025). These studies emphasize the importance of teacher collaboration, continuous training, and comprehensive evaluation as the keys to successful curriculum implementation. However, the focus on junior high schools as an educational level with unique characteristics in curriculum management is still rarely addressed specifically.

In addition, teacher readiness in managing the Merdeka Belajar curriculum is also a crucial factor that has been studied at the elementary school level, showing that training and socialization greatly affect the effectiveness of the new curriculum (Jurnal Media Akademik, 2024). This indicates the need for more comprehensive research on how curriculum management is carried out systematically in junior high schools as part of the School Movement Program, including how schools overcome obstacles and optimize existing resources.

Thus, the case study research at UPT SMP Negeri 3 Gresik presents a novelty by focusing on the implementation of curriculum management at the junior high school level within the framework of the School Movement Program. This study is expected to provide a detailed description of curriculum management practices, including planning, implementation, and evaluation, as well as innovative strategies used to improve the quality of learning. This also fills the gap in existing empirical studies and contributes to the development of education policy and practice at the secondary level.

Overall, this research adds to the body of knowledge on educational management by highlighting the managerial aspects of the curriculum in the School Movement Program at junior high schools, which has received little attention in the literature. With an in-depth case study approach, the results of this study can be an important reference for other schools seeking to implement similar programs, as well as for policymakers in designing more effective and contextual interventions.

UPT SMP Negeri 3 Gresik, as one of the driving schools, is an appropriate object for examining how curriculum management is implemented, the challenges faced, and the innovative efforts made to improve the quality of learning. This case study is expected to make a significant contribution to the development of curriculum management practices in driving schools, as well as serve as a reference for other educational units that are transforming into schools that are more adaptive and responsive to the changing times (Maisyura, 2022).

Theoretically, this study is based on the concept of curriculum management, which includes the functions of planning, organizing, implementing, and evaluating (Rusman, 2009), as well as the School Movement Program policy regulated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2021). Using a case study approach, this research aims to provide a comprehensive description of curriculum management practices at UPT SMP Negeri 3 Gresik within the framework of the School Movement Program.

Method

The School Movement Program is a strategic initiative of the Ministry of Education, Culture, Research, and Technology to create educational transformation in Indonesia. UPT SMP Negeri 3 Gresik, as one of the driving schools, has the responsibility to disseminate good practices to other schools in its vicinity. This research was motivated by the need to evaluate the effectiveness of dissemination activities that have been carried out, particularly in the implementation of differentiated learning and the Pancasila Student Profile Strengthening Project (P5).

Differentiated learning is a new paradigm in education that accommodates the diversity of learning styles, interests, and needs of students. Meanwhile, P5 is a cross-disciplinary learning activity that aims to develop character and competencies in accordance with the Pancasila Student Profile. These two concepts are the main focus of the driving school program and require effective dissemination strategies to ensure the sustainability and spread of good practices.

This study uses a qualitative approach with a case study method. Primary data was collected through analysis of the 2024/2025 academic year curriculum documents of the Gresik 3 Public Junior High School UPT, reports on the implementation of the independent curriculum, and documentation of dissemination activities for the 2022-2024 period.

Secondary data sources included the impact school mapping instrument and contributors to the Merdeka Mengajar (PMM) Platform, as well as documentation of coaching clinic and lesson study activities. Data analysis was conducted descriptively using an inductive approach to identify patterns and themes in curriculum management implementation.

The participants in this study involved six (6) educational units that were the targets of the dissemination of the UPT SMP Negeri 3 Gresik in the 2022-2023 period, namely:

1. SMP Negeri 1 Kedungwaru Tulungagung - representing schools across provinces (southern East Java)
2. UPT SMP Negeri 18 Gresik - representing schools within one district
3. UPT SMP Negeri 10 Gresik - representing schools within one district
4. Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya - representing higher education institutions
5. State Islamic Junior High School (MTS) Gresik - representing state madrasahs
6. UPT SMP Negeri 2 Gresik - representing schools within one district

Research participants consisted of school principals, vice principals, subject teachers, and in special cases (UIN Sunan Ampel), lecturers and prospective teacher students. The total number of participants was estimated to reach 150-200 people involved in dissemination activities during the research period. Research Procedures.

Phase 1: Pre-Intervention

- a. Baseline survey of knowledge and practices of differentiated learning
- b. Assessment of initial ability in designing P5
- c. Documentation of the initial conditions of the target schools

Phase 2: Implementation of intervention

- a. Implementation of intervention activities according to schedule (May 2022 - February 2023)
- b. Participatory observation during the activities
- c. Documentation of the dissemination process through photos, videos, and field notes

Phase 3: Post-Intervention

- a. Immediate evaluation survey following the activities
- b. Follow-up evaluation 3 months and 6 months after dissemination
- c. In-depth interviews with key informants
- d. Observation of implementation in target schools

Qualitative analysis

1. Data triangulation - comparing data from various sources (interviews, observations, documents)
2. Member Checking - validating findings with key participants
3. Thick Description - in-depth description of the context and implementation process
4. Cross-case Analysis - cross-case analysis to identify common patterns and themes

This study is expected to provide a holistic picture of the effectiveness of the school-based outreach program and recommendations for improving outreach strategies in the future.

Results

a. Curriculum Planning for the Driving School Program

Analysis of Education Unit Characteristics

UPT SMP Negeri 3 Gresik conducted a comprehensive analysis as the basis for curriculum planning, including:

Learning Environment Analysis: The school is located in the heritage area of the historic city of Gresik, which has the potential for development as an ecotourism area. This strategic location provides a learning context rich in local historical and cultural values.

Education Report Card Analysis: Based on the 2024 education report card data, the school identified 12 priority recommendations for improvement, including increasing student creativity, innovative learning methods, and preventing bullying. This analysis became the basis for developing targeted intervention programs.

Student Profile Analysis: The diverse socio-economic and cultural characteristics of students are taken into consideration in the design of differentiated learning. The heterogeneity of parents' occupations (civil servants, private employees, farmers, fishermen, entrepreneurs) requires an adaptive learning approach.

Development of Vision, Mission, and Objectives

The school's vision of "Developing students who are religious, intelligent, have the characteristics of Pancasila students, are cultured, and care about the environment" is described through seven measurable indicators that integrate religious values, the characteristics of Pancasila students, local culture, and environmental awareness.

The school's mission covers seven strategic aspects: integrated curriculum development, IT-based learning models, human resource development, environmentally friendly infrastructure, graduates with character, stakeholder partnerships, and IT-based assessment.

b. Implementation of Integrated Learning

Curriculum Structure

The implementation of the independent curriculum at UPT SMP Negeri 3 Gresik includes three main components:

Intracurricular Learning: Covers 11 compulsory subjects with time allocations adjusted to the needs of students. Local content integration includes Environmental Education (PLH) and Gresik local cultural history (SKLG).

Pancasila Student Profile Strengthening Project (P5): The school implements 3 project themes per year for each level, with an allocation of 360 teaching hours for grades VII-VIII and 320 hours for grade IX. The selected themes are: Sustainable Lifestyle, Build the Soul and Body, and Engineering and Technology.

Extracurricular: The program includes compulsory extracurricular activities (scouting for grade VII) and optional activities (20 types of activities) that support the development of students' talents and interests.

Differentiated Learning

The school implements differentiated learning through:

- a. **Content Differentiation:** Adjusting learning materials to the students' ability levels
- b. **Process Differentiation:** Varying learning methods according to students' learning styles
- c. **Product Differentiation:** Diverse forms of learning output (worksheets/digital, PPT, Canva)

c. Knowledge Dissemination and Transfer Program

Dissemination Activities for the Implementation of the Merdeka Curriculum

UPT SMP Negeri 3 Gresik implemented a comprehensive dissemination program in November 2022 with an In-On-In Service strategy. This activity included:

- a. Opening: Led by the Head of the Education Office with the participation of all junior high school principals in Gresik Regency
- b. In-Service: Held at three strategic locations (SMPN 1 Gresik Central Region, SMPN 5 Gresik South Region, SMPN 1 Sedayu North Region)
- c. On-Service: Three Zoom meetings with IKM instructors per subject
- d. Lesson Study Practice: Implementation of differentiated learning with observation and reflection

Dissemination Targets

Based on the mapping instrument of the East Java Provincial Education Office, the school successfully disseminated to:

Educational Institutions (5 institutions):

1. State Junior High School 1 Kedungwaru Tulungagung (October 18, 2022)
2. UPT SMP Negeri 18 Gresik (January 7, 2023)
3. UPT SMP Negeri 10 Gresik (May 21, 2022)
4. Faculty of Tarbiyah, UIN Sunan Ampel Surabaya (February 22, 2023)
5. State Islamic Junior High School Gresik (October 19, 2022)

Learning Communities (4 communities):

1. Education Office of Sampang Regency (November 9, 2022)
2. MKKS SMP Gresik Regency (November 8–24, 2022)
3. Pamekasan Education Office (September 8, 2022)
4. English Language Teachers' Association of Gresik District (August 2022)

d. Evaluation and Monitoring of Implementation

Holistic Assessment System

Schools develop an assessment model that integrates:

- a. Formative Assessment: Conducted at the beginning and during learning to support differentiated learning
- b. Summative Assessment: Ensures the overall achievement of learning objectives
- c. P5 Assessment: Using a rubric for the development of the Pancasila student profile dimensions

Achievement Criteria and Follow-up

Implementation of a flexible promotion system considering:

- a. Learning progress reports and achievement of learning objectives
- b. Extracurricular and non-academic achievements
- c. Careful consideration through deliberation, making retention a last resort

e. Continuous Professional Development

The school implements a systematic professional development program that includes:

- a. Regular and structured learning communities
- b. Training in innovative and enjoyable learning methods
- c. Coaching clinics for creating differentiated teaching modules
- d. Lesson study as a reflection of learning practices

Discussion

a. Advantages of the Curriculum Management Model

The implementation of curriculum management at UPT SMP Negeri 3 Gresik shows several significant advantages:

Holistic Approach: The systematic integration of intracurricular, P5, and extracurricular learning creates a comprehensive learning experience.

Local Contextualization: The integration of Gresik's local history and culture into the curriculum demonstrates the effective implementation of contextual learning. Research on (Dewey, 1998) confirms that local context-based learning increases the relevance and meaning of learning for students.

Structured Mentoring System: The mentoring model with the In-On-In Service strategy enables continuous knowledge transfer. (Fullan, 2016) emphasizes the importance of mentoring and coaching systems in educational transformation.

b. Implementation Challenges and Solutions

Differentiation Challenges: The implementation of differentiated learning requires high teacher competence in identifying and responding to student diversity. Schools overcome this through coaching clinic programs and continuous lesson study (Hamalik, 2007).

Complexity of Assessment: Integrating P5 assessment with regular learning requires a complex holistic approach. The solution implemented is the development of an integrated rubric and a comprehensive reporting system.

c. Implications for Educational Development

The curriculum management model of UPT SMP Negeri 3 Gresik contributes significantly to the development of PSP practices in Indonesia:

1. **Implementation Framework:** Provides a practical framework for other schools in adapting PSP
2. **Diffusion Model:** Demonstrates the effectiveness of a collaborative approach in transferring educational innovation
3. **Local-Global Integration:** Proving the possibility of integrating local values into the national curriculum

Conclusion

The implementation of the School Activator Program (PSP) at UPT SMP Negeri 3 Gresik demonstrates that effective curriculum management functions as a catalyst for holistic educational transformation. This study concludes that the success of PSP relies on three strategic pillars: (1) data-driven planning that integrates local wisdom with student characteristics; (2) a flexible implementation model that synchronizes intracurricular, cocurricular (P5), and extracurricular activities; and (3) a collaborative dissemination strategy ('In-On-In Service') that extends the program's impact beyond the school.

While the study confirms that UPT SMP Negeri 3 Gresik has successfully transitioned into a model specifically for curriculum adaptation, challenges remain regarding teacher adaptability and the complexity of holistic assessment. Ultimately, this research implies that for curriculum reform to be sustainable, schools must evolve into learning ecosystems where distributed leadership and continuous professional development are institutionalized. These findings offer a practical framework for policymakers and educational practitioners aiming to replicate the PSP model in diverse secondary education contexts.

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six educational institutions and four learning communities that served as dissemination targets, as their involvement was critical to assessing the effectiveness of the knowledge transfer program. The insights from this study are a direct result of the collective contributions of all these parties.

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